2012-13
Campus Improvement Plan
for
Harpool Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Harpool Middle School's Mission Statement

After Two year as a school we now have a group of teachers working to create a Mission statement for our campus that will expan on our goal to "Make it right for the Students!"

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Harpool Middle School Campus Improvement Plan

2012-13 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Harpool Middle School conducted a comprehensive needs assessment for the 2012-13 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	William Matthews
2) Classroom Teacher	Erin Rooks
3) Classroom Teacher	Emily Cooper
4) Classroom Teacher	Michael Guynes
5) Classroom Teacher	Misty Richardson
6) Classroom Teacher	Lindsay Futrell
7) Campus-based Nonteaching Professional	Sherry Brandt
8) Campus-based Paraprofessional and Operations Staff	Stacy Goodwin
9) District-level Professional	Lyneille Meza
10) Parent	Elizabeth Bradley
11) Parent	Christy Stewart
12) Community Member	
13) Community Member	
14) Business Representative	Kim Woodson
15) Business Representative	

CLT Meetings for 2012-13			
#	**Date**	**Time**	**Location**
1	September 27th	3:40	HMS Conference Room

Comprehensive Needs Assessment

Demographics:

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

State data from School report card

Findings/Analysis

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

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

Strengths	**Needs**
	Those students who are needy are likeyl to be mobile students and not spen entire year at school
Majority of students come from stable family structure	

Summary of Needs

Staff development on working with at risk students

Comprehensive Needs Assessment

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Previous years TAKS scores

STAAR test raw data

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

Findings/Analysis

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Strengths	**Needs**
HIgh top end scores	Work with low SES kids in Science
Scores are high compared to other campuses in the District	Focus on the areas of each test where students did not show mastery

Summary of Needs

Better understanding of STAAR Test

Plan for addressing the new needs of STAAR

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

imput from admin/teachers (safety)

tracking grades

team imput

parent contact

tickets, we have two differnt ticket systems on campus one for rewards the other for discipline action

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

Findings/Analysis

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Strengths	Needs
academic performance	academic motivation
capable students	student accountability
drills to prepare for emergencies	clear/consistent expectations
student involvement in extracurricular activities	less classroom time loss due to extracurricular activities

Summary of Needs

If students are held accountable with consistent consequences, the ticket system would be more effective- the entire school needs consistancy in expectations and consequences- School reward vs. team reward.

Too much classroom time is missed due to extracurricular activities. Advisory is not used primarily for academics; it is used for clubs, extra practice/rehersals…

Staff Quality, Recruitment and Retention

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Eduphoria-Student test scores

Records of observations

Walk throughs

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

Findings/Analysis

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Strengths	Needs
Retention rate of staff	
Low turnover rate	
Team Meetings	
Team Planning	
University observers/Student teachers	

Summary of Needs

Teacher mentor program

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Eduphoria	SRI
Scope and Sequence	Instructional Design
Common Benchmark Assessments	

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

Findings/Analysis

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

Strengths	**Needs**
Scope and Sequence	Vertical Alignment
Aware/data spirces	

Summary of Needs

Vertical Alignment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

PTA Meeting Minutes	Attendance at special Internet presentations
Facebook page activity	

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

Findings/Analysis

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

Strengths	Needs
	Better ways to deal with parents who react after the fact as in papers not turned in and its past the dead line.
Parents who stay informed if not active	

Summary of Needs

We need to find ways to get busy parents more involved in to the day in day out experience of their childs schooling.

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Master Schedule

Classworks Data

SRI Scores/TMSFA

Eduphoria

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

Findings/Analysis

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

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

Strengths	Needs
Inclusion support	Designated team time with entire team off together
RTI	Amount of initiatives vs alloted time
504	Removal of remedial classes from advisory time
accel Math	
Read 180	
Calssworks	
Afterschool tutoring	
Appropriate assessments	
Least restrictive environment	

Summary of Needs

Team time with all team memebers

Time in scope and sequence to deal with intiatives

Technology

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

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

Data Sources Reviewed

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

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

Findings/Analysis

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

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

Strengths	Needs
The staff of HMS is proficient in the basic use of technology. They are required to use email daily, update their webpage weekly, and use various other forms of technology.	
The students of HMS are proficient in the use of technology. Most teachers add technology components to the activities that are required in the classroom	
HMS has a vast array of technology equipment to support instruction. Laptops, projectors, smart boards, student response systems, digital cameras, etc. are available for use by the teachers and students.	

Summary of Needs

The limited strength of our wireless has caused issues in multiple classrooms. Several students in each class must "hard-wire" their laptop in order to log into the network. This creates a hardship when the class period is only 45 minutes long.

The use of iPads in the classroom provides access to free whiteboards, gradebooks, lesson planners, and an endless amounf of apps which can be used to enhance instruction.

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:

Staff development on working with at risk students

Student Achievement:

Better understanding of STAAR Test

Plan for addressing the new needs of STAAR

School Culture and Climate:

If students are held accountable with consistent consequences, the ticket system would be more effective- the entire school needs consistancy in expectations and consequences- School reward vs. team reward.

Too much classroom time is missed due to extracurricular activities. Advisory is not used primarily for academics; it is used for clubs, extra practice/rehersals…

Teacher Quality:

Teacher mentor program

Curriculum, Instruction and Assessment:

Vertical Alignment

Family and Community Involvement:

We need to find ways to get busy parents more involved in to the day in day out experience of their childs schooling.

School Content and Organization:

Team time with all team memebers

Time in scope and sequence to deal with intiatives

Technology:

The limited strength of our wireless has caused issues in multiple classrooms. Several students in each class must "hard-wire" their laptop in order to log into the network. This creates a hardship when the class period is only 45 minutes long.

The use of iPads in the classroom provides access to free whiteboards, gradebooks, lesson planners, and an endless amounf of apps which can be used to enhance instruction.

Campus Improvement Plan
Harpool Middle School

WIG 1

Harpool Middle School will increase time for instruction by reducing classroom disruptions by student misbehavior, by 10% by June 2013.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Train campus on CHAMPS program **Person(s) Responsible:** Mr. Smith **Completion Date:** August 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time Champs books for Champs cadre Training supplies, posters etc	[ ]	[ ]		Attendance of staff in full day training		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Define Champs expectations for common areas of school **Person(s) Responsible:** Champs cadre with staff input **Completion Date:** August 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time Champs training and materials Poster materials computers	[ ]	[ ]		Posters with expectations hanging in the school	Students who are able to tell us what the expectations are.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Develope 10 Advisory lessons to teach expectations to students **Person(s) Responsible:** Champs cadre and teachers **Completion Date:** first 10 days of school **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Power point and computers to show lessons to students Staff time for lesson development	[ ]	[ ]		Observation of advisory lessons being taught	The students who respond when promted by telling you what the expectation is for that area of the school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Weekly Champs ideas, reminders or inspiration **Person(s) Responsible:** Mr. Smith **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time, access to the Champs materials from Safe and Civil Schools	[ ]	[ ]		Emails to staff about the champs thought of the week.	Staff has the emails	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI