2014-2015
Campus Improvement Plan
for
Joe Dale Sparks Campus

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Joe Dale Sparks Campus's Mission Statement

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

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.

Joe Dale Sparks Campus Campus Improvement Plan

2014-2015 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Joe Dale Sparks Campus conducted a comprehensive needs assessment for the 2014-2015 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.

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

			STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	LEP M1	0						
5	LEP M2	0						
7	LEP M1	0						
7	LEP M2	0						
8	All	8	4	50		2	25	
8	Wh	5	4	80		2	40	
8	LEP M1	0						
8	LEP M2	0						

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

<u>Writing</u>

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
STAAR Results								
7	LEP M1	0						
7	LEP M2	0						

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

<u>Mathematics</u>

			STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	LEP M1	0						
5	LEP M2	0						
7	LEP M1	0						
7	LEP M2	0						
8	All	8	3	38		0	0	
8	Wh	5	3	60		0	0	
8	LEP M1	0						
8	LEP M2	0						

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

<u>Science</u>

			Level II: Satisfactory Phase-in 1			Level III: Advanced		
			STAAR Results					
Grade	Group	Tested	2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	LEP M1	0						
5	LEP M2	0						
8	All	5	2	40		0	0	
8	LEP M1	0						
8	LEP M2	0						

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

<u>Reading/English Language Arts</u>

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**
EOC	All	22	11	50		0	0	
EOC	HI	9	4	44		0	0	
EOC	AA	7	4	57		0	0	
EOC	WH	6	3	50		0	0	
EOC	SED	7	2	29		0	0	
EOC	SPED	2						
EOC	LEPC	4						
EOC	LEP1	0						
EOC	LEP2	0						

English I Reading STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**
EOC	All	12	4	33		0	0	
EOC	AA	5	2	40		0	0	
EOC	SPED	2						
EOC	LEPC	1						
EOC	LEP1	0						
EOC	LEP2	0						

English II Reading STAAR Results

English III Reading STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

<u>Writing</u>

			English I Writing STAAR Results					
Grade	**Group**	**Tested**	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

			English II Writing STAAR Results					
Grade	**Group**	**Tested**	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

			English III Writing STAAR Results					
Grade	**Group**	**Tested**	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	**2014 %**	**2015 Target %**	**2014 #**	**2014 %**	**2015 Target %**

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

<u>Mathematics</u>

Algebra I STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	22	9	41		0	0	
EOC	AA	8	3	38		0	0	
EOC	WH	11	6	55		0	0	
EOC	SPED	3						
EOC	LEPC	1						
EOC	LEP1	0						
EOC	LEP2	0						

Algebra II STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Geometry STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

<u>Science</u>

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	19	15	79		0	0	
EOC	AA	8	7	88		0	0	
EOC	WH	8	5	63		0	0	
EOC	SPED	2						
EOC	LEPC	1						
EOC	LEP1	0						
EOC	LEP2	0						

Chemistry STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Physics STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

<u>Social Studies</u>

US History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	8	7	88		0	0	
EOC	SPED	2						
EOC	LEPC	1						
EOC	LEP1	0						
EOC	LEP2	0						

World History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

World Geography STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Brooke Lana
2) Classroom Teacher	Ann Poston
3) Classroom Teacher	Jo Lynn Huggins
4) Classroom Teacher	Maranda Matheson
5) Classroom Teacher	Mark King
6) Classroom Teacher	Rebecca Brigham
7) Campus-based Nonteaching Professional	Anthony Sims
8) Campus-based Paraprofessional and Operations Staff	Jenneal Vincent
9) District-level Professional	Chris Shade
10) Parent	
11) Parent	
12) Community Member	Jean Peterson
13) Community Member	Mindi Malcom
14) Business Representative	Michelle French
15) Business Representative	Jared Winter

CLT Meetings for 2014-2015			
#	**Date**	**Time**	**Location**
1	8/21/14	1:00-2:30 PM	Sparks Campus
2	9/11/14	3:15-4:15 PM	Sparks Campus
3	10/2/14	3:15-4:15 PM	Sparks Campus
4	10/14/14	3:15-4:15 PM	Sparks Campus
5	12/11/2014	3:15-4:15 PM	Sparks Campus
6	2/12/2015	3:15-4:15 PM	Sparks Campus
7	4/9/15	3:15-4:15 PM	Sparks Campus
8	05/28/2015	3:15-4:15 PM	Sparks Campus

Campus Improvement Plan
Joe Dale Sparks Campus

WIG 1

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

[X] Required PI

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Acquire appropriate materials to improve and support instruction.	Curriculum coordinators, teachers, administrator, secretary, Title I Part D funds TI $$9,000.0 0 FTE	1 3 4	Lesson plans and curriculum	Improved instruction across content areas and student progress on progress reports and report cards	
Provide students with opportunities to participate in inquiry based learning.	Teachers, librarians, administrator, DCJDC staff, Title I Part D funds	1 3 4 9	Lesson plans and curriculum, DCJDC records	Increased mastery of required TEKS objectives through teacher assessment of student work (e.g. grading period grades, semester grades)	
Continue to upgrade and maintain technology in every classroom.	Technology department, administrator, teachers, office personnel, Title I Part D funds TI $$1,000.0 0 FTE	2 5 7	Staff and student needs assessment	STAR Chart	
Provide instructional and clerical support personnel for at-risk students.	Teachers, secretary, attendance clerk, Title I aides, At-Risk teacher, Title I Part D funds, substitutes TI $141,641. 00 FTE	2 3	Hiring records, employee attendence records	PDAS, paraprofessional evaluation instrument	
Maintain accurate student attendance records.	Teachers, attendance clerk, registrar, eSchools, Title I Part D funds	1 2	eSchools attendance records	Accurately completed attendance records	

School personnel involvement in relevant staff development and training.	Principal, DISD curriculum staff, teachers, SpEd director, DCJDC staff, content area organizations, Region XI service center, Title I Part D funds TI $$2,500.00 FTE	1 2 3 4 9	Training certificates, sign-in sheets, Eduphoria Workshop logs	Certification remains current, enhanced classroom instruction, improved student achievement	
Provide opportunities for students to improve their writing in all content areas, resulting in higher achievement scores on the state writing assessment.	General education teachers, At-Risk teacher, SpEd teachers, administrator, Title I aides, Title I Part D funds	1 2 3 4 9	Lesson plans, formative and summative assessment scores, bonus round scores when applicable	Improved scores on state writing assessments	
Identify ESL and bilingual students and provide proper instruction and materials.	Teachers, ESL/Bilingual department, registrar, Bilingual/Title I aides, LEP resources, Title I Part D funds	9 9	Records requested from previous schools	Records recieved and appropriate instruction provided.	
Provide remediation for students who have not met satisfactory standards on state assessments.	At-Risk teacher, general education teachers, SpEd teachers, registrar, testing coordinator, Title I Part D funds TI $$1,000.00 FTE	5 9	Students in need of remediation identified	Students who have completed remediation pass state assessments	
Communicate effectively with DCJDC staff, counselors, case workers and probation officers to communicate academic importance and coordinate transition within the facility and JJAEP.	Teachers, principal, registrar, DCJDC staff, JJAEP case workers, aftercare staff	2 9	Communication of court order	Number of individual succesful transitions	
Maintain certification for Sparks teachers to reflect 4th through 12 grade certification in content areas.	Teachers, principal, HR, SBEC, TEA	3	CPE credits, teacher certificates	SBEC documentation of valid certification and CPE credits	
Encourage student academic achievement through the use of positive and concrete reinforcement.	Teachers, DCJDC staff, Title I Part D funds	1 3	Identification of students making honor roll, perfect attendance and other achievements	Improved assignment and report card grades	

Provide students with the opportunity to use OdysseyWare for credit recovery based on available funding. TI $ FTE	Teachers, At-Risk teacher, registrar, principal, DCJDC staff, Denton ISD counselors, Title I Part D funds		Enrollment and participation in credit recovery	Report card grades and semester credit earned	
Accurately and promptly identify students who are in special programs (SpEd, 504, etc.) and continue services as appropriate on this campus.	SpEd teachers, registrar, principal, diagnostician, SpEd clerk, general education teachers, registrar of sending school, TREx, parents, SpEd funds (if available), Title I Part D funds		Records requested from sending school district in a timely manner	Records received from sending district, SpEd students enrolled in SpEd and receiving services as determined by ARD committee	
Continue to add resources to campus library and maintain library personnel TI $$8,000.00 FTE	Principal, registrar, English teachers, library services personnel, Title I Part D 2 funds	2 3	P.O. for resources	More volumes in library, English teachers catalog new books	
Actively cultivate business, community, and university partnerships to support 21st century workforce development	Principal, teachers, C2C program staff, parents, college/university staff		HS101 class offered,	guest speakers,student tours of ATC and local higher education campuses	
Providing Instructional, clerical, and administrative support services to Sparks students. SCE $$722,891.80 FTE 13 TI $$120,526.30 FTE 3.5	Teachers, clerical staff, and principal Salaries	3 5	Curriculum implementation, Administrative, and Clerical Support	Improved student achievement, admnistrative efficiency, and effective student records.	

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.

PEIMS Report

Court Detention Hearings Report

eSchools (at-risk criteria)

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

Findings/Analysis

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

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

Strengths	**Needs**
Odysseyware Program	Bilingual materials
Multi-certified teachers	Additional Class Time
Multi-certified teachers	Tutors/tutoring time
The offered class courses	More local Funds
Inclusion Teachers	

Summary of Needs

with more bilingual materials we would be able to assist students that have English as their second language

with more at-risk intervention our large special education population could be better served and assisted

with more local funds we could be able to have more tutors assist students struggling with specific areas

Additionally, an increase in local funds would assist our campus to off-set the lack of Title I Funds in the Future

with additional class time, we would be able to offer more accredited classes to keep students on track to graduate

Student Achievement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

State Assessment: STAAR/TAKS/EOC

Promotion/Retention Rates

TELPAS

Credits Earned/Retreived

Norm-Referenced Test: WRAT-IV

Course/Class Grades

Graduation and GED Rates

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

Findings/Analysis

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Strengths	**Needs**
	Detention students are more likely to lose credits in non-core classes, or if they are taking more than one core subject.
More than 90% of credits attempted are earned for student who are here longer than one grading period.	
	There is a major acheivement gap between LEP students and non-LEP students on state assessments.
68% of long-term students show an improvement of at least 1 grade level in math.	
	Writing assessments for long-term students only have a 40% passing rate.
71% of long-term students improve by at least 1 grade level in reading, with 55% improving more than 1 grade level.	
CTC students earn/retreive more credits than what they are scheduled to take.	

Summary of Needs

With the addition of a seven-period day, Detention students

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.
Organizational Climate Indexx (OCI) administered 5/2014

Interviews with staff/students

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

Findings/Analysis

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

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

Strengths   **Needs**

Principal sets clear expectations and maintains high standards	More faculty input on programs and procedures
Teachers are supportive and cooperative with each other	More parental encouragement of child's academic efforts
Teachers set high academic standards for students	Assist students' setting goals for academic achievement
	Promote the importance of education

Summary of Needs

More openness during discussions of possible new programs and realistic expectations of use of programs.

More input and better communication regarding procedures

Promote the importance of education through:

Encouraging parents to support child's academic efforts (during visits, furloughs, and counseling

Assisting students to set goals for academic achievement

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.

Campus Survey

Last year's CIP	
Review of TEA records	
Students' state test results	

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

Findings/Analysis

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

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

Strengths	Needs
Our campus has highly qualified and experienced teachers	Training specific to our student population
Teachers bring a wide variety of life experiences to their work	More opportunities to attend professional conferences
Staff turnover rate is very low	Increased opportunities to share ideas with other DISD campuses
Teachers meet regularly to share ideas	On-campus technology training
	Improved communication with Facility

Summary of Needs

Teacher training should be more applicable to this specific student population and situation.
More collaboration with Facility management and staff to increase respect for, and understanding of, our missions

Training on the use of new classroom technology
Increased opportunities for teachers to acquire professional training from outside resources and share it with their peers.

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.

L2L	Polled 21st Century Learning Skills
PLC Notes and Agendas	Lesson Plans
Benchmarks	C lassroom Observations
STAAR Data	
Students Grades	

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

Findings/Analysis

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

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

Strengths

Many resources/materials are available for use in instruction

Positive Learning Environment

Scope and Sequence

Needs

High yeild strategies

more engaing qualities

improvement of PLC Time

Modifications for students need to be more specific to classes rather than across the board.

Training in 21st Century Skills

Summary of Needs

Implementation of engaging qualities (high yeild)

Instruction for notetaking and/or study skills to support student learning

Training in standards based assessment

Training/implementation of 21st Century learning skills

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

emails

PLC/Staff Meetings

Reports to caseworkers and facility staff

Cooperative Learning

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

Findings/Analysis

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

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

Strengths   **Needs**

More teacher involvement in decision making process regarding student behavior issues and guidelines.

Educational alternative resources for each classroom

All On-Site Staff Development days.

Classes which are taught at each individual students level

Recognition of Instructors individual abilities in dealing with unique student populations.

Problem solving abilities to deal with each unique campus situation.

Allowing Detention Students to have homework.

Summary of Needs

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

Comprehensive Needs Assessment

School Context and Organization

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Emails

PLC/Staff meetings

Reports to Caseworkers & Facility Staff

Cooperative Teaching

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
Educational Alternative Resources for each classroom.	More teacher involvement in decision making process regarding student behavior issues and guidelines.
Classrooms which are tought at each students individual level.	All On-Site Staff Development days.
Problem-Solving abilities to deal with unique Campus situations.	Recognition of Instructors individual abilities in dealing with unique student populations.
	Allowing Detention Students to have homework.

Summary of Needs

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

Technology

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.
Classroom technology

Professional development

Technology integration

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**
iPads	Venue tablets (12) issued to classroom
Tablets	Wireless connections in classroom for iPads
Laptops	Updated document cameras
Documents cameras	Specialized training for iPad apps
	Microsoft office training

Summary of Needs

The additional training of staff and implementation of software will allow students and teachers to access multiple tools and resources associated with the curriculum used in the classroom.

Comprehensive Needs Assessment Summary of Priority Needs
Joe Dale Sparks

Demographics:

with more bilingual materials we would be able to assist students that have English as their second language

with more at-risk intervention our large special education population could be better served and assisted

with more local funds we could be able to have more tutors assist students struggling with specific areas

Additionally, an increase in local funds would assist our campus to off-set the lack of Title I Funds in the Future

with additional class time, we would be able to offer more accredited classes to keep students on track to graduate

School Culture and Climate:

More openness during discussions of possible new programs and realistic expectations of use of programs.

More input and better communication regarding procedures

Promote the importance of education through:

Encouraging parents to support child's academic efforts (during visits, furloughs, and counseling

Assisting students to set goals for academic achievement

Curriculum, Instruction and Assessment:

Implementation of engaging qualities (high yeild)

Instruction for notetaking and/or study skills to support student learning

Student Achievement:

With the addition of a seven-period day, Detention students

Teacher Quality:

Teacher training should be more applicable to this specific student population and situation.
More collaboration with Facility management and staff to increase respect for, and understanding of, our missions

Training on the use of new classroom technology
Increased opportunities for teachers to acquire professional training from outside resources and share it with their peers.

Family and Community Involvement:

More on-site staff development time.

More voice for teachers in the student-educational experience.

Training in standards based assessment

Training/implementation of 21st Century learning skills

More focus on unique campus circumstances.

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

School Content and Organization:

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

More on-site staff development time.

More voice for teachers in the student-educational experience.

More focus on unique campus circumstances.

Technology:

The additional training of staff and implementation of software will allow students and teachers to access multiple tools and resources associated with the curriculum used in the classroom.

JOE DALE SPARKS
Denton Independent School District
Anthony Sims, Principal
Community and Student Engagement Survey
2013-2014

The Joe Dale Sparks Campus serves more than 1,000 to 1,200 teens throughout the school year. The school assists these students – who have encountered legal and/or disciplinary issues – to continue their education. The school operates as part of the Denton County Juvenile Detention System and serves all students in Denton County ages 10-17. The facility, which helps at-risk students, has been named one of the top Texas Juvenile Facilities. The Denton County Juvenile Detention Center along with the Joe Dale Sparks Campus recently received the one of the highest scores in the state for their pre- and post-adjudication programs – 99.77 and 100 percent, respectively – and a 100 percent certification by the Texas Juvenile Justice Department audit. Sparks prides itself on its ability to reach each student and provide them with the best possible educational and academic experience. Students at Joe Dale Sparks are taught by multileveled certified instructors employed by Denton ISD. The goal is to eventually return every student successfully to their home campuses throughout Denton County prepared to transition successfully back into their school and home communities as smoothly as possible. Our student attendance rating is consistently above 99%. 95% of all attempted credits are earned. 50% of all personnel on our campus have 10 or more years of experience in education. Teachers and administrators work hard to create a positive and nurturing learning environment for every student and work collaboratively with the Denton County Juvenile staff to ensure student success as partners in the learning process.

Established: The Joe Dale Sparks Campus was officially instituted 12 years ago

Mascot: Spartans

Colors: Navy Blue and Gold

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

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Fine Arts	Compliance	Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?	Yes	Acceptable
	Parent	Does the campus provide multiple opportunities for parents and community members to attend public shows & performances?	No	
	Parent	Does the campus provide parents with a variety of evidence for assessing fine arts programs?		
	Student	Does the campus provide fine arts students numerous opportunities to interact with arts experts through private lessons, clinics, master classes, and university/community arts collaborations annually?		
	Student	Does the campus provide students with opportunities to promote school and community culture/climate through the arts?	Yes	

We offer Art that meets the district and states Fine Arts requirements. Students coming to our campus who were previously enrolled in a fine arts class at their home campus will be accommodated on an individualized basis. In partnership with the student's home campus we will make sure that our student's fine arts requirements are met. Our faculty holds credentials in many areas including visual arts. We continue to work to enhance and develop additional opportunities in this area.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Wellness and PE	Compliance	Does the campus seek information from parents related to food allergies at the time of new student enrollment?	Yes	Exemplary
	Parent	Does the campus offer opportunities to participate in community health and wellness events?		
	Parent	Does the campus provide community health and wellness resources and information?	Yes	
	Student	Does the campus provide developmentally appropriate bullying prevention education programming?	Yes	
	Student	Does the campus have procedures in place to assist students and staff during crises?	Yes	

When students are enrolled, parents fill out the district health information card which asks for any food or medication allergies. We work with the Denton County Juvenile Detention Center Health staff and counselors along with the Denton ISD health and wellness staff to ensure that our students and staff receive wellness and health related information and services. The campus bullying prevention plan is addressed on the school website. Students and staff also receive training and staff development on how to handle these types of issues. Students have access to counseling services through facility counseling staff.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Community and Parent Involvement	Compliance	Does the campus welcome parents and community members in planning initiatives?	Yes	**Recognized**
	Parent	Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?	Yes	
	Parent	Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?	Yes	
	Student	Does the campus provide opportunities for students and parents to be actively involved together on campus?	No	
	Student	Does the campus provide students with opportunities to participate in activities that benefit the community?	No	

We invite community members to be a part of our Campus Leadership Team. Parents and community members are also invited to participate in and attend campus related events, including open house and Mentoring activities, and graduation/transition ceremonies. Parents and or community members also have the opportunity to participate in volunteer activities.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
21st Century Workforce	Elementary Compliance	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	Yes	**Recognized**
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	Yes	
	Parent	Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?	No	
	Parent	Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?	No	
	Student	Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?		
	Student	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	Yes	

Our campus offers enrichment and competitive events for students through hands on student created projects and online competitions in the areas of science, mathematics, and business education. We also advise parents on possible workforce development opportunities in partnership with the Denton County Juvenile detention Center case managers and other staff. Social skills, college and career readiness information is provided and taught to all students through our business education classes and through information sessions with the juvenile detention program. We also offer a high school 101 class as part of the student curriculum.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Second Language Acquisition	Compliance	Does the campus provide yearly LPAC training for all required staff?	Yes	Exemplary
	Parent	Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?	Yes	
	Parent	Does the campus provide communication in both Spanish and English?	Yes	
	Student	Does the campus have procedures in place to promote students' exit from BIL/ESL within 5 years of identification in elementary and 3 years of identification in secondary?	Yes	
	Student	Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?	Yes	

Required staff members attend yearly LPAC training. Communication is sent home to parents in both English & Spanish. We have bilingual campus staff available to assist with translation if needed. Students can also satisfy their foreign language requirements through the use of partnerships with their home campus and online resources such as Odysseyware.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Digital Learning Environment	Compliance	Does the campus conduct annual training for students regarding digital citizenship and acceptable use of technology?	Yes	Recognized
	Parent	Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?	Yes	
	Parent	Does the campus provide a public Wi-Fi signal that parents and guests can use to connect to online resources?	Yes	

Student	Does the campus utilize specialists in instructional technology to engage teachers and students with technology integration?	**No**	
Student	Do the campus teachers actively leverage technology to engage students in the learning process?	Yes	

All students must sign an acceptable use policy before using campus technology. Teachers are trained on all new technology purchases. Wi-Fi is provided by DISD-pub. Teachers use laptop computers, mobile devices, and digital media on a regular basis in the classroom. Students also regularly use technology such as lap tops, iPad, Mobi devices in the classroom to complete planned assignments and perform research on school projects.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Dropout Prevention Strategies	Compliance	Does the campus have a system of intervention (*Response to Intervention*) for supporting all students?	Yes	Recognized
	Parent	Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?	Yes	
	Parent	Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?	No	
	Student	Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?	Yes	
	Student	Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?	Yes	

The campus implements RTI procedures when appropriate. Classes are designed to be engaging, so that students are motivated to come to class. Activities are provided to the students which are designed to engage them in college and career readiness. Students receive counseling and information regarding the prevention of dropout from their Denton County Juvenile Case managers and classroom instructors routinely. They also receive instructions and guidance for the Denton County Juvenile Judge when they are enrolled and released from the facility.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Education Programs for Gifted and Talented Students	Compliance	Does the campus have a systemic plan to ensure that gifted and talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?	Yes	Recognized
	Parent	Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?	Yes	
	Parent	Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?	No	
	Student	Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?	No	
	Student	Does the campus provide a variety of instructional and support services for gifted and talented students?	Yes	

Currently we offer students coming into our program from schools where they were involved in gifted and talented activities an opportunity to experience similar activities and take a comparable advanced placement class while they are enrolled in our school. We provide our teachers staff development and the opportunity to take the 30 hours of gifted and talented training and advanced placement training. Parents have the opportunity to participate in Open House and other student enrichment activities that allow students to demonstrate their talents and skills and enhance their learning experience. Student needs are also met in partnership with the student's home campus on an individualized basis. We also utilize online curriculum to help extend and enhance student learning regularly in every class.

Sparks Campus Achievements
2014-2015 School Year

Special Education
- 50% of personnel are Special Education certified
- Special Education support services provided in the classroom
- All ARDs are held in compliance with state and federal guidelines
- ARDs held are
  - Initial
  - Transfer
  - Significant Change of Placement
  - Three Year Evaluation
  - Exit Program
  - Dismissal

Passing Rates/Credits/Testing
- 91% of credits attempted were earned for a total of 160.5 credits
- 41% of all students met the minimum Level II Standard in Algebra I
- 79% of all students met the minimum Level II Standard in Biology
- 88% of all students met the minimum Level II Standard in U.S. History
- 50% of all students met the minimum Level II Standard in English I
- 33% of all students met the minimum Level II Standard in English II
- Detention and POST Programs uses WRAT as benchmark and initial screening test in Reading and Math
- All students take TAKS/STAAR EOC or appropriate state test
- All students receive 384 minutes of education daily.

Classroom Management/Facility Interaction
- Low student/teacher ration – at most 12:1
- Active teaching, active student participation, and cooperative learning
- All classrooms are multi-level, multi-course, and multi-age as decided by facility
- All courses aligned with Denton ISD curriculum and with TEKS
- Focus on earning credit and graduating from high school not the G.E.D.
- Attendance taken utilizing state and district guidelines
- Detention students are kept at or above their home campus curriculum
- One students have met requirements for graduation from high school while in facility
- Transcripts are researched in depth and kept up to date to ensure proper records
- Summer school is required for C2C students
- Open house for C2C students and parents
- Transition planning for C2C students returning to Denton ISD campus
- Facility follows all state correctional center guidelines
- Students receive 384 minutes of school each day
- Upgraded technology in all classrooms to interactive projectors
- Acquired mobile device including iPads and tablets for classroom use

Faculty
- All teachers are highly qualified and certified to teacher multiple levels
- All teachers attend district and facility in-services and training
- All teachers are trained to work with high risk detained students
- Successfully completed the move into the New C2C Facility.
- Art and High School 101 classes added to course offerings
- Faculty run library services provided to all students weekly.
- Students in Detention and POST are allowed to check out a minimum of three library books weekly
- Reading is emphasized and utilized in every classroom on a daily basis
- Academic vocabulary and authentic experience is a daily practice in each classroom
- Teacher use student centered learning activities and instructional learning modalities routinely
- The use of technology is incorporated in every class.