

Fred Moore High School



Campus Improvement Plan 2018-19

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Campus Improvement Planning Processes and Procedures

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

Education Code 11.253(c); BQ (Legal)

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

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

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

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

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

Education Code 11.253(g); BQB (Legal)

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

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

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

Title I Schoolwide Components Codified

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

Mission, Vision, and Values

District Mission

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

School Mission

Fred Moore High School is dedicated to providing students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

School Vision

The vision of Fred Moore High School is to prepare today's students to succeed in tomorrow's world.

School Values

As an integral part of the Ryan High School Zone, the Zone of "Champions", our zone believes in doing whatever it takes to meet the needs of our stakeholders and values guide us in serving our stakeholders and meeting their needs.

In an effort to build a campus climate and culture of inclusivity while ensuring an exceptional education for all students, Fred Moore High School staff collaborated and defined a set of values that exemplifies what lies at our core as a school. We value:

- Genuine relationships
- Student Achievement
- Community
- Collaboration
- Effective communication
- Trust

WIG 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 70 or higher for the 2018-19 school year.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>100% of FMHS potential 2018-19 graduates will participate in the TSIA or be enrolled in an approved online College Prep Course for ELA and/or Math</p>	<p>Rabsatt San Miguel Siver Pena</p>	<p>DISD Curriculum & Instruction Dept</p>		<ul style="list-style-type: none"> ● Online TSIA materials ordered for Fall & Spring administrations based on number of participants ● Partnership with the UNT College Career Connect Dept to conduct TSIA workshop for participants prior to test administration ● Documented planning for TSIA logistics and proctor training ● Data analysis of test results for TSIA participants ● Enrollment of TSIA participants scoring below proficiency into online college prep course(s) in ELA and/or Math 	<ul style="list-style-type: none"> ● Increased percentages of FMHS graduate applying and being admitted to community colleges ● Improved accountability rating of 70 or higher in Domain I based on 2018-19 graduates scoring proficient or higher on the TSIA 	<ul style="list-style-type: none"> ● Participants scoring below proficient on either the ELA or Math portion of the TSIA will be enrolled in a online College Prep course for the correlating course ● UNT GO Center staff partners with campus to meet biweekly with TSIA participants for goal setting and to provide resources that support potential graduates' individual needs ● FMHS College Career Readiness Center provides resources for and assistance with individualized college/ career goals for potential graduates based on career exploration tools such as Naviance and MyNextMove.org
<p>100% of FMHS potential 2018-19 graduates will participate in the ASVAB assessment to evaluate their individual college, career, and military readiness.</p>	<p>Rabsatt San Miguel Siver Pena</p>			<ul style="list-style-type: none"> ● Documented planning of logistics for test administration with the Denton Army Recruiting office ● Analysis of ASVAB participant test result data ● Career planning meetings with ASVAB participants for guidance and to provide resources and assistance with career exploration 	<ul style="list-style-type: none"> ● Increased percentages of FMHS graduate military enlistments ● Improved accountability rating of 70 or higher in Domain I due to 2018-19 graduate military enlistments 	<ul style="list-style-type: none"> ● Denton Army Recruiting office will make recommendations for career exploration during conferences with students and follow-up on progress ● UNT GO Center staff partners with campus to meet biweekly with ASVAB participants to discuss individualized college/career goals and follow-up on progress ● FMHS College Career Readiness Center provides resources for and assistance with individualized college/ career goals for potential

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
						<p>graduates using career exploration tools such as Naviance and MyNextMove.org</p>
<p>A minimum of 25% of FMHS potential 2018-19 graduates will participate in the ACT exit exam.</p>	<p>Rabsatt San Miguel Siver</p>			<ul style="list-style-type: none"> • Documentation of number of completed ACT registrations and test admission tickets issued • Documentation of number of ACT waivers issued to participants meeting income guideline requirements • Analysis of ACT participant test results 	<ul style="list-style-type: none"> • Increased percentages of FMHS graduates applying and admitted to 4 year Colleges and Universities • Increased percentages of FMHS graduates awarded scholarships based on ACT performance and academic achievement 	<ul style="list-style-type: none"> • UNT GO Center staff partners with campus to meet biweekly with ACT participants to assist with test registration, analyze results, and set college/career goals • FMHS College Career Readiness Center provides assistance with test registration and waivers, test result analysis, and college/career goal setting for potential graduates using career exploration tools such as Naviance and MyNextMove.org
<p>A minimum of 5% of FMHS potential 2018-19 graduates will earn an approved industry based certification from the ATC</p>	<p>Rabsatt San Miguel Swindle</p>	<p>SCE CATE</p>		<p>Partnerships with local businesses, postsecondary, and technical schools offering certifications to high school students</p> <p>Increased percentages of FMHS potential graduates enrolled in approved certification courses at the ATC through distance learning or in general education classes</p>	<p>Increased percentages of FMHS potential graduates earning approved industry-based certifications</p> <p>Increased percentages of FMHS potential graduates enrolled in approved certification courses at the ATC for distance learning or general education</p>	

WIG 2 (Student Engagement): Over 80% of Fred Moore high School students enrolled during the 2018-19 school year will actively in participate in extra and co-curricular activities.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
100% of students and their parents/guardians will be informed of extra and co-curricular activities available on campus during the admissions interview	Rabsatt San Miguel Schultz Ware Jones Pena Fiore Watson Swindle	SCE		<ul style="list-style-type: none"> Increased numbers of participants actively involved in campus extra and co-curricular activities 	<ul style="list-style-type: none"> Decreased disciplinary infractions due to improved social emotional learning and skills Increased overall attendance and academic achievement rates Increased numbers of participants connected to the school and at least one mentor Increased leadership skills due to character education Increased student community service involvement 	<ul style="list-style-type: none"> Extra curricular and co-curricular activity sponsors monitor student engagement and level of participation by each student
Administration and activity sponsors actively recruit participants before and consistently throughout the 2018-19 school year during registration, assemblies, new student orientation, and schoolwide announcements	Rabsatt San Miguel Schultz Ware Jones Pena Fiore Watson Swindle	SCE		Flyers, powerpoint presentations, email correspondence, and posters, and announcement forms as evidence of recruitment	<ul style="list-style-type: none"> Decreased disciplinary infractions due to improved social emotional learning and skills Increased overall attendance and academic achievement rates Increased numbers of participants connected to the school and at least one mentor 	<ul style="list-style-type: none"> Extra curricular and co-curricular activity sponsors monitor student engagement and level of participation by each student

WIG 2 (Student Engagement): Over 80% of Fred Moore high School students enrolled during the 2018-19 school year will actively in participate in extra and co-curricular activities.

Leads/Action Steps	Person(s)	Fund/\$/FTE s	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					<ul style="list-style-type: none">• Increased leadership skills due to character education• Increased student community service involvement	



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Denton ISD Scope & Sequence
Online Learning programs (OdysseyWare, Google Classroom, Online textbooks, Class Zone)
Course Syllabi
Teacher Lesson Plans
Teacher Class Webpages
Eduphoria

STAAR EOC Testing Data
 College Board/ACT/TSI/ASVAB Testing Data
 Learning Walks Feedback
 TTESS Conferences and Observations
 History Alive
 Teacher Access Center
 Lesson Plans, Syllabi, and Pacing Guides
 Professional Learning Communities (Minutes)
 Campus Culture and Climate Survey
 Lead4ward website

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> · Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum. · Direct instruction is provided for all STAAR-tested subjects. · The Professional Learning Community meets regularly to collaborate on strategies to help struggling learners. · Teachers offer students various learning platforms, including online instruction, paper-based curriculum, videos, interactive games, etc. · Teachers work with district curriculum teams to ensure lessons are aligned vertically and horizontally within the district. · Due to flexible scheduling, students receive differentiated instruction as needed within the school day. 	<ul style="list-style-type: none"> · Dual credit and advanced placement coursework · Opportunities for students to participate in extracurricular activities (such as band, choir, fine arts, athletics) with their home campuses. Additional library resources

Summary of Needs

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

To enhance the educational experience of Fred Moore High School students, advanced placement curriculum and course opportunities are needed based on enrollment data for the 2018-19 school year. There is a marked increase in the number of students interested in FMHS for early graduation and accelerated instruction. These students have a history of participation in advanced placement courses and have to withdraw from participation in order reach their postsecondary goal. We want our students to have a similar experience to students at traditional campuses but in a rigorous, self-paced environment. DISD Curriculum and Instruction funds will support the campus in its efforts to bring advanced placement courses in Social Studies to the campus for the 2019-2020 school year; however, based on College Board timelines, planning and implementation takes place during the 2018-19 school year to insure success.



Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

EschoolPlus and Cognos reports TDPS data TEA Accountability Summary Overview of 2016 State Accountability System TEA Distinction Designation Summary Campus Culture and Climate Survey Eduphoria (AWARE) data

Findings/Analysis

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Strengths...	Needs...
<ul style="list-style-type: none"> ● Teacher-student ratios are smaller than those of traditional campuses averaging 1:15 ● Staff retention is high; over 60% of staff have worked at FMHS for 5 year or more. ● 33% of faculty and staff hold Master’s degrees, 98% of faculty and staff hold Bachelor’s degrees ● 40% of students graduate 1 year earlier than their cohort graduating class ● Lower dropout rates due to collaboration with Adult Education and Literacy, and referrals to the Masters Institute, and online GED programs ● Increased diversity in student body as enrollment includes students from traditional high school campuses in DISD and from surrounding districts. ● Student demographics include all subpopulations for ethnicity, socioeconomic groups, and special programs such as GT, ESL, 504, and Special Education ● Improved attendance rates of +5% over past two years due to implementation of TDPS and staff dedicated to monitoring and providing interventions for truancy. 	<ul style="list-style-type: none"> ● Due to the number of full-time student enrolling with severe social emotional stressors, a student assistance counselor is needed ● Increase the number of highly qualified minority teachers on our campus to better represent our student population.

Summary of Needs

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

Fred Moore High School needs a student assistance counselor available on campus no less than half-time using SCE funds. This position would accommodate the high-risk social emotional needs of over 40% of students enrolled for the 2018-19 school year. In addition, at-risk enrollment numbers exceed 70%. Homelessness, teen parens, probation, and psychiatric /residential treatment facilities are t criteria for most of our students qualifying as at-risk.



Family and Community Involvement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey
Partnerships with Local Businesses and Entities
Volunteer Data tracking (Intercept)
PTSA documentation
Admissions Interviews
School Messenger
Campus Leadership Team
Community Service and Support Agency referrals

Findings/Analysis

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<p>Strengths...</p> <ul style="list-style-type: none"> ● The campus chartered its first PTSA this school year to encourage and solicit parental involvement ● Parents are invited to participate during all campus events ● Feedback is solicited from students and parents/guardians during the admissions interview with administration regarding family needs and ways family can get involved on campus ● Open door policy for students and their parents/guardians to share input on school and student related decisions ● Parents and Community members actively participate on the Campus Leadership team ● Many local businesses and entities partner with the campus and contribute time/resources in the form of scholarships, donations, mentoring, tutorials, incentives, and adult learning opportunities ● DISD Board of Trustees reviews the Campus Improvement Plan annually and publicly supports commencement ceremonies ● Campus utilizes referrals to agencies that provide services and support to meet the physical and social/emotional needs of students and their families ● Spanish-speaking faculty/staff are strategically located throughout the building and are easily accessible to translate for families in need. 	<p>Needs...</p> <ul style="list-style-type: none"> ● Re-brand our campus as a “School of Choice” so that families and communities understand the programs and services we offer ● Create opportunities to entice parents to be visible and actively engaged with the school, especially Spanish-speaking and low socioeconomic families
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Summary of Needs

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

In an effort to rebrand our campus and rewrite our narrative about who we are and what we do, Fred Moore High School needs to first educate and garner support from the district, the Board of Trustees, and the campuses within our zone within our zone. Our goal is to be identified as a “School of Choice” and eradicate the negative connotation associated with alternative education. We offer numerous programs and services that prepare our graduates to matriculate into the real world college, career, and/or military ready. Most of which graduate early due to accelerated instruction and development of a strong sense of self through character education and school connectedness.



School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Staff Responsibilities Chart
Master Schedule
Bell Schedule
Student progress monitoring documents
Duty rosters (lunch, bus, etc.)
Campus Calendars (PLC and Staff Meeting)
District calendars (Annual and A/B)
Campus Leadership Team
Support Services schedule for LSSP, Diagnostician, Social Worker

Findings/Analysis

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Strengths...	Needs...
<ul style="list-style-type: none">● Addition of Associate Principal allows campus leadership to maintain effective policies and procedures necessary for the success of diverse and unique student population● Effective CLT committee that meets regularly to monitor context and organization of the campus in regards to student success● Administration actively seeks new partnerships and resources from Higher Ed entities to enhance academics on campus● Upgraded equipment● New campus technology procedures and expectations have been revised to better meet student and campus needs● The PLC evaluated its purpose and procedures and made changes that will increase its effectiveness with meeting individual needs of students and efficiency with how the group collaborates and communicates	<ul style="list-style-type: none">● The presence of a full-time counselor● Increased hours of service for the social worker

Summary of Needs

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

Campus level research shows that Fred Moore’s student population as having a higher than average level of social/emotional needs, and at the same time, a higher than average level of student academic potential. The concern is that by not adequately meeting the social/emotional needs we are hindering students’ ability to reach their postsecondary goals of college and/or careers.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

District's Campus Culture and Climate Survey
Campus Culture & Climate Surveys for Students and Staff
Campus Leadership Team
PTSA
Parent Feedback
Admissions Interviews

Findings/Analysis

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

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

Strengths...	Needs...
<p>Based on staff and student results from recently administered campus survey on culture and climate:</p> <ul style="list-style-type: none"> ● Students and staff both rate climate as being very positive. Staff rate the climate slightly more positive than students ● Students and staff both indicated that they feel very safe at school. Students rated safety at school the highest of any topics on the survey. ● Staff and students had the same rating of above average for academic expectations. Behavioral expectations were also above average with staff ratings slightly higher than students. Students rated the opportunity to socialize slightly above average and somewhat lower than the staff rating. The opportunity for extra curricular activities was rated slightly above average by both students and staff ● Students and staff rated the physical environment just above average. Staff rated the physical environment slightly higher than students, but still just above average 	<p>Based on staff and student results from recently administered campus survey on culture and climate:</p> <ul style="list-style-type: none"> ● Expand clubs and opportunities for students to interact through school activities and more team-building activities ● Expand dining area to prevent overcrowding. Currently there are two lunch periods and enough seats, but the space is too small for seating and serving meals. ● AC/Heating system needs to be replaced. During summer months, some classrooms have no air conditioning while others are extremely cold. In the winter, the same is true for heating.

Summary of Needs

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

To assist with positively affecting the climate and culture of Fred Moore High School, the district should make our campus a priority when utilizing the allocated funds from the bond election. By enlarging and updating the dining area with adequate seating and a food preparation kitchen, FMHS students would be afforded an equitable educational experience to that of students on traditional campuses.



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TTESS conference and observation data
SBEC - Official Record of Educator Certificates
Applitrack
TEA Accountability Summary
Course Completions

Staff Mobility
 Teacher-Student Ratios
 Graduation Plans
 Staff Effectiveness Ratings

Findings/Analysis

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Highly qualified teachers and paraprofessionals are recruited by first looking within the district. ● Every FMHS faculty/staff member is highly qualified. Teachers are certified in the subjects they teach and complete the necessary continuing education credits to maintain certifications ● The retention rate at FMHS is approximately 77% and subsequently the turnover rate is 23% ● The turnover rate is due to teacher retirement, promotion, or transfer ● Administration supports staff with an open door policy and staff feel comfortable voicing their concerns because mutual trust and respect are fostered daily ● Administration actively seeks feedback from faculty/staff to insure all parties are working towards one common goal ● New staff is supported by receiving training on campus and at the district level through mentoring ● Data analysis determines areas where professional development is needed by the staff with a primary goal of meeting the needs of students 	<ul style="list-style-type: none"> ● We currently have one teacher with multiple certifications that supports our students with upper level math, PE, and foreign language. In order to maintain the continuity of services provided to these students in the absence of this teacher, a full-time FTE for foreign language is needed

Summary of Needs

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

A highly qualified, full-time foreign language teacher is needed to serve Fred Moore High School students seeking to graduate on the foundation plan with endorsements. The addition of this position would insure continuity of services in the absence of the current foreign language teacher who also teaches and is certified in math (upper level) and PE.



Student Achievement

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Graduation plan and rates
Military enlistments
Industry-based certifications
TEA Accountability Summary for STAAR EOC assessments
Exit exam data (TSI, ACT, SAT)
Course Completions and Failure reports
Diploma Types and endorsements
Off -site Professional development - Assessment for Learning & Solution Tree

Credit recovery opportunities
 Gallup StrengthsFinders Assessment
 Mentoring program
 IEPs, 504, and ESL service plans and completions
 PLC collaborative work (minutes and artifacts)
 eSchoolPlus and Cognos reports for attendance, discipline, and academic progress
 TDPS
 Eduphoria (AWARE)
 TTESS
 TAC/ HAC
 Student Admissions & Exit Interviews

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● Direct teach opportunities for STAAR prep ● Partnerships with multiple UNT departments for mentoring, tutorials, and support with college/career readiness activities (completion of FAFSA and admissions applications) ● Increased early graduate rates (nearly 40%) and overall graduation rates ● Gallup StrengthsFinders Assessment for Student strengths identification and awareness ● Character education during advisory class ● School connectedness through extracurricular and co-curricular activities ● College Career Readiness center in collaboration with the GO center to aid with resume writing, career exploration and navigation, exit and state testing prep 	<ul style="list-style-type: none"> ● Increase number of students participating in exit exams (ACT, SAT, TSI) ● Implement opportunities for advanced coursework (AP and dual credit) and increase distance learning opportunities ● Efficiently and consistently capture documentation of military enlistments, exit test scores/participation, students receiving industry-based certifications, and at-risk coding.

Summary of Needs

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

Based on campus findings, Fred Moore High School has supported our students' achievement in several areas. There is a shift in the number of students applying and being accepted to FMHS who are being served in advanced courses. Consequently, with the support of funds from the district's Curriculum and Instruction department, FMHS will begin the process of adding AP courses to the course catalog in social studies (AP Human Geography and AP Government) in a self-paced and accelerated format. This process will require teacher certification training, modifications to the master schedule, and submission of paperwork to the College Board. In addition, through funding from the district's Academic Programs department, FMHS can also bolster CCMR accountability ratings by administering the TSI biannually to all potential graduates, and utilizing the College Career Readiness Center for exit test registrations and prep.



Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

TIA conference
Campus technology inventory reports
OdysseyWare, Google classroom, online textbooks
BrightBytes Survey
DTEK training documentation
Campus chromebook distribution procedures and contracts
District Acceptable Use Policy
GoGuardian and LandSchool Monitoring systems

IT support data
 Intercept Safety Monitoring System
 Library Database of ebooks and online literary resources
 District's Single Sign On Portal
 Campus Social Media sites

Findings/Analysis

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

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

Strengths...	Needs...
<ul style="list-style-type: none"> ● FMHS is a 1:1 computing school where students utilize several online formats in a rigorous learning environment ● Students are taught the responsibilities of digital citizenship to increase performance and achievement ● Overall staff is proficient or at an adequate level of understanding in terms of ability to use equipment and software. Student proficiency varies widely with nearly all being familiar with accessing the internet, and use of multimedia and social media ● Staff feels that the use of technology is essential to student learning ● The district provides technology training in several formats to include self-paced, online, face-to-face. ● The district provides adequate bandwidth for necessary academic activities either through wired connections to desktops or wireless access for laptops, chromebooks, nooks, and tablets ● Teachers effectively integrate technology into their instructional, assessment, and monitoring practices 	<ul style="list-style-type: none"> ● Students need additional training in keyboarding, MS Office, online research, and Google/Google classroom, Current levels of proficiency for students is adequate. ● New chromebooks are needed to replace worn devices. Campus is aware of the district's 1-2 year rotation plans. ● Devise a "loaner" program for socioeconomically disadvantaged students who lack internet access and/or access to a device at home

- | | |
|--|--|
| <ul style="list-style-type: none">• Students have flexibility with accessing course materials, taking notes, and completing assignments because of the technological supports provided | |
|--|--|

Summary of Needs

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

Approximately 5% or less of Fred Moore High School students lack access to a device or internet at home. In an effort to address these deficiencies, funds are needed to devise a “loaner” program where tablets or chromebooks along with hotspots are provided to students temporarily for use at home. This would entail contract services with Verizon for jetpacks and collaboration with the district’s technology department to consider insurance plans for damages and loss and other fees.



Summary of Priority Needs

Demographics...

Fred Moore High School needs a student assistance counselor available on campus no less than half-time using SCE funds. This position would accommodate the high-risk social emotional needs of over 40% of students enrolled for the 2018-19 school year. In addition, at-risk enrollment numbers exceed 70%. Homelessness, teen parents, probation, and psychiatric /residential treatment facilities are the criteria for most of our students qualifying as at-risk.

Student Achievement...

Based on campus findings, Fred Moore High School has supported our students' achievement in several areas. There is a shift in the number of students applying and being accepted to FMHS who are being served in advanced courses. Consequently, with the support of funds from the district's Curriculum and Instruction department, FMHS will begin the process of adding AP courses to the course catalog in social studies (AP Human Geography and AP Government) in a self-paced and accelerated format. This process will require teacher certification training, modifications to the master schedule, and submission of paperwork to the College Board. In addition, through funding from the district's Academic Programs department, FMHS can also bolster CCMR accountability ratings by administering the TSI biannually to all potential graduates, and utilizing the College Career Readiness Center for exit test registrations and prep.

School Culture and Climate...

To assist with positively affecting the climate and culture of Fred Moore High School, the district should make our campus a priority when utilizing the allocated funds from the bond election. By enlarging and updating the dining area with adequate seating and a food preparation kitchen, FMHS students would be afforded an equitable educational experience to that of students on traditional campuses.

Staff Quality, Recruitment and Retention...

A highly qualified, full-time foreign language teacher is needed to serve Fred Moore High School students seeking to graduate on the foundation plan with endorsements. The addition of this position

with SCE funds would insure continuity of services in the absence of the current foreign language teacher who also teaches and is certified in math (upper level) and PE.

Curriculum, Instruction, and Assessment...

To enhance the educational experience of Fred Moore High School students, advanced placement curriculum and course opportunities are needed based on enrollment data for the 2018-19 school year. There is a marked increase in the number of students interested in FMHS for early graduation and accelerated instruction. These students have a history of participation in advanced placement courses and have to withdraw from participation in order reach their postsecondary goal. We want our students to have a similar experience to students at traditional campuses but in a rigorous, self-paced environment. DISD Curriculum and Instruction funds will support the campus in its efforts to bring advanced placement courses in Social Studies to the campus for the 2019-2020 school year; however, based on College Board timelines, planning and implementation takes place during the 2018-19 school year to insure success.

Family and Community Involvement...

In an effort to rebrand our campus and rewrite our narrative about who we are ad what we do, Fred Moore High School needs to first educate and garner support from the district, the Board of Trustees, and the campuses within our zone within our zone. Our goal is to be identified as a “School of Choice” and eradicate the negative connotation associated with alternative education. We offer numerous programs and services that prepare our graduates to matriculate into the real world college, career, and/or military ready. Most of which graduate early due to accelerated instruction and development of a strong sense of self through character education and school connectedness.

School Context and Organization...

Campus level research shows that Fred Moore’s student population as having a higher than average level of social/emotional needs, and at the same time, a higher than average level of student academic potential. The concern is that by not adequately meeting the social/emotional needs we are hindering students’ ability to reach their postsecondary goals of college and/or careers.

Technology...

Approximately 5% or less of Fred Moore High School students lack access to a device or internet at home. In an effort to address these deficiencies, funds are needed to devise a “loaner” program where tablets or chromebooks along with hotspots are provided to students temporarily for use at home. This would entail contract services with Verizon for jetpacks and collaboration with the district’s technology department to consider insurance plans for damages and loss and other fees.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Marilyn Rabsatt
Associate Principal	Jacqueline San Miguel
Teacher	Phillips, Julie
Teacher	Sharp, Ashly
Teacher	Schultz, Melinda
Teacher	Siver, Apri
Teacher	Swindle, Molly
Teacher	Thomason, Toby
Teacher	Ware Jones, Countressa
Campus-Based Non-teaching Professional	Octaviano Garzo, Director Adult Education
Campus-Based Para or Operations Staff Representative	Miranda Peña, Instructional Aide
District-Level Professional	Regina Wright, Director Human Resources
Parent Representative	Stacy Bourns
Community Representative	Patricia Lathan-Harkless
Business Representative	Bruce Davis, Davis Photography Studio

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

Date	Time	Location
September, 2018	2:00 pm	FMHS conference room (108)
December, 2018	2:00 pm	FMHS conference Room (108)
March, 2019	2:00 pm	FMHS conference room (108)
May, 2019	2:00 pm	FMHS Conference room (108)