

Deweyville Independent School District

Deweyville High School and Junior High School

2017-2018 Campus Improvement Plan



Mission Statement

Deweyville Independent School District is committed to providing each student with the tools necessary to become well-rounded, productive and successful citizens. Our mission is to prepare students for future educational endeavors and entry into the workforce by establishing a sound foundation that will meet the educational and social needs necessary to live and work in a constantly changing and diverse society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Deweyville High School and Junior High School serves grades 6-12. The student population, at the submission of this Campus Improvement Plan to the School Board, was approximately 309. Economically disadvantaged students comprised of approximately 62.2% of the student population.

Demographics Strengths

The campus demographics offers the following strengths:

- The relatively small student population allows teachers, administrators, and support staff to foster appropriate relationships with students and mentorship.
- The only statistically significant sub-group is that of economically disadvantage.

Demographics Needs

The campus needs to continue to seek to close the academic gaps between economically disadvantaged students and their counterparts in Reading, Writing, Science, Math, and Social Studies

Student Achievement

Student Achievement Summary

The High School and Junior High campus will work toward an increase in student achievement that is aligned with the academic standards set by the state. The campus expectations are that every student will demonstrate at least one year of growth in each academic content each year. That each student will be successful at the level that they are capable of. In addition, the campus will work toward earning Distinction Designations in Academic Achievement in Mathematics, Science, Social Studies, and in Reading/ELA, as well as in Student Progress, thus indicating reduction and prevention of academic gaps.

Student Achievement

1. Deweyville High School and Junior High School has been designated as an Improvement Required Campus according to the Texas Education Agency 2016-2017 accountability summary. Deweyville High School and Junior High School exceeded the state target score for 3 of the 4 Indexes of the State Accountability Rating System, but failed to meet standard in Index 3, Closing Performance Gaps. Specifically for Economically disadvantaged students.

- Index 1, Student Achievement/: State Target - 60 / High School/Junior High School Campus - 66
- Index 2, Student Progress Index: State Target - 17 / High School/Junior High School Campus - 36
- Index 3, Closing Performance Gaps: State Target - 30 / High School/Junior High School Campus - 29
- Index 4, Postsecondary Readiness: State Target - 60 / High School/Junior High School Campus - 68

Root Cause analysis of the campus improvement required designation

The campus principal and the district superintendent attended root cause analysis training at region 5 and determined that the root cause for the High School and Junior High School's improvement required designation, was that our economically disadvantaged students did not perform at the level that they were capable of on the 2017 STAAR assessments.

Targeted elements targeted to correct improvement required designation

Region 5 is acting as our Professional Service Provider (PSP) to assist this campus with working through the process of correcting our improvement required designation. The Professional Service Provider, District Superintendent, and the Campus Principal identified two targeted elements.

#1 Implement Instruction aligned with the TEKS at the appropriate level of rigor for STAAR

#2 Use data to inform decisions about curriculum and instruction

Targeted element plan implementation

- Faculty meetings and professional development to fully implement the targeted element plan
- Item Analysis reports for the 2017 STAAR Assessments reviewed with principal, faculty and staff
- District's TEA reported results, elements, and strategies were reviewed by administration and teaching staff
- STAAR results for the last five years reviewed before school started by faculty and staff
- Faculty and staff set goals for minimum student performance on STAAR assessments.
- School Board is updated monthly on progress of the targeted element plan implementation and relevant data
- Superintendent, Principal, and Testing Coordinator attended DMAC Training at Region 5
- All teachers were trained in DMAC.
- All tested teachers trained in TEKS Resource Systems and implemented curriculum and strategies through professional development with Region5 curriculum specialists
- We are continuing making decisions about what is important and what is not important
- Our expectations are that students are going to be successful at the level that they are capable of
- Non negotiables, YAG, Planned lessons, summary of what teachers are doing each day, Benchmarks, Sponge activities, Aligned instruction, etc. As trained before school began.
- Today's Objective and Today's Product on white boards daily
- Secretary has Notebooks to keep these updated
 - #1 YAG
 - #2 Most recent STAAR released test
 - #3 Lesson Plan Summaries
 - #4 Sample Lesson Plan. This can be combined with Summaries
 - #5 Item Analysis Responses Reports
- Superintendent and Principal went to Root Cause analysis training at region 5
- Statement of our campuses IR root cause: Our economically disadvantaged students did not perform at the level that they were capable of on the 2017 STAAR assessment.
- We are targeting rigorous aligned instruction and data collection and analysis implementation as our targeted elements.
- Campus Principal interviewed by Region 5 improvement required to confirm implementation of targeted elements plans
- Monica Mahfouz and Gaye Lokey are our Region 5 IR Improvement Required Team and met with Superintendent, Principal, and Testing Coordinator to refine our Districts IR plan and submit it to the TEA.
- Superintendent and Principal met with the Region 5 curriculum specialists and Lisa Yoes Region 5's Program Coordinator for Curriculum, Instruction, and Assessment to plan the implementation of our plans to utilize the region 5 curriculum specialists.

- Campus Improvement plan implemented strategies to address our IR Improvement Required designation for Index 3 (Closing Performance Gaps)
 - TEKS must be aligned at the appropriate level of rigor for STAAR
 - ESC 5 curriculum specialist provided an overview/training for the TEKS Resource System to teaching staff
 - Content specialists assist teachers each six weeks in lesson planning using the TEKS Resource System and provide coaching as needed
 - Teachers implemented the TEKS Resource Curriculum
 - Formal walk throughs implemented and feedback given to teachers
 - Data will be used to make informed decisions about curriculum and instruction
 - Implement common TEKS aligned rigorous benchmark assessments each six weeks
 - Results will be discussed during department meetings
 - Instruction will be modified based on data
 - Data will be used to make decisions about individual and small group interventions with intentional focus on the economically disadvantaged students
 - Focus on areas of need during daily sponge activities
- ESC 5 staff work with tested subject educators to generate six week and or unit assessments
- ESC 5 staff work with teachers to prepare good planning documents from which the assessments will be generated
- TEKS resources will be utilized to develop assessments
- We will utilize DMAC to upload assessments for data analysis
- Department meetings to review 6 week assessments.
- Department meetings scheduled as necessary to review, reinforce, and modify strategies as necessary
- Students identified for individual and small group interventions
- Principal/teacher conferences to discuss 6 week assessment results
- 2nd semester on afternoon tutorial schedule to implement targeted interventions
- Region 5 curriculum specialists doing classroom walkthroughs
- Region 5 team doing walkthroughs
- Michael Poynor TEA Division of School Improvement conference calls as directed by TEA
- Michael Poynor TEA Division of School Improvement plans on doing an on-site visit.
- PSP will be doing walk throughs
- Walk throughs by Superintendent and Principal implemented for teacher feedback

Student Achievement Needs

Based on Campus data analysis and information from STAAR exams, the following needs have been determined:

- Increase writing skills - particularly mechanics, editing, revising, and articulating ideas in a concise and accurate manner.
- Increase reading skills – particularly vocabulary, content area reading, and bringing students up to grade level
- Increase mathematic skills - particularly foundational skills necessary for algebraic calculations.

Increase teachers' knowledge and effective use of Response to Intervention (RTI) strategies.

Increase teachers' knowledge and effective use of modifications and accommodations for students with special need

Deweyville High School & Junior High Schools 3 year Literacy Focus

2015-2016 the campus focused and will continue to focus on content area vocabulary

2016-2017 the campus focused and will continue to focus on a campus wide creative writing initiative

2017-2018 This year the campus will concentrate on Reading Comprehension and reading beyond grade level strategies

We are now in our third year to achieving our goal of having a comprehensive literacy focus on campus

School Culture, Climate, and Safety

School Culture and Climate Summary

January 2017 a School Culture and Climate survey was conducted and the faculty and staff were well satisfied with the results of the initiatives implemented by the faculty, staff, and administration for the 2015-2016 and 2016-2017 school years. The campus improvement committee met and decided to continue the strategies and solutions implemented in 2015-2016 and 2016-2017 school years as explained below for the 2017-2018 and 2018-2019 school years

July 2015 a new campus Principal was hired for Deweyville High School and Junior High School. The new Principal met with each teacher, staff member, custodial worker, and cafeteria worker individually for up to two hours. He then met with teachers and staff by department, sub group, vertical team, horizontal team, committee, staff development meetings, and in faculty meetings. The purpose was to listen and to find out what steps needed to take place to improve the school culture, climate, academic achievement, and to develop a professional collegial learning environment. All employees were asked about their concerns, needs, and how the campus Principal could help them be more effective. It was determined that the campus was filled with caring, professional, and committed educators. That they wanted the following concerns addressed:

- Consistent discipline of students
- Timely discipline of students
- Dress Code enforced
- Board policies enforced or changed if not enforceable
- Visible administrator
- They want to be supported by their administrator
- They wanted to have a voice in decision making
- Better communication
- Relevant meetings

2017-2018 and 2018-2019 additions to address student discipline

- Professional development in classroom management for teachers
- Eating in classrooms needs to be addressed

School Culture and Climate Strengths

A large percentage of the staff have been employed in the District for more than 10 years. They are closely-knit staff who care deeply for one another, which fosters a great deal of personal, as well as professional support. They have chosen to remain in their position at Deweyville High School and Junior High School because of the working conditions. Because of the additional stress and work associated with the 2016-2017 improvement required designation the Campus Improvement committee recommends that all efforts should be made to create a less stressful working environment.

School Culture and Climate Needs and Implementation strategies and solutions

2015 Meetings indicated that there were areas in need of improvement. The following strategies and solutions are in place:

The Faculty felt that we need consistent discipline of students. Principal enforces the student code of conduct.

The Faculty felt that we need timely discipline of students. Principal provides students with due process and holds them accountable in a timely manner.

The Faculty felt that we need the Dress Code enforced. Principal, faculty, and staff enforce the student dress code.

The Faculty felt that we need Board policies enforced or changed if not enforceable. Principal, faculty, and staff enforce school board policies and bring to their administrators' attention any policies that they think are not enforceable.

The Faculty felt that we need a visible administrator. Principal, whenever possible, is in the hallway during transition, conducts frequent classroom and facility walkthroughs, is at lunches, and does after school bus duty.

The Faculty felt that they need to be supported by their administrator. Principal, through a variety of strategies, finds ways to support the faculty and staff.

The Faculty indicated that they felt as though they did not play a significant role in the decision making process. Specifically, they did not feel that they were informed of policy making. Principal is diligent in providing opportunities for all faculty members to become involved in campus decisions. Through communication, delegation, and transparency during the decision making processes.

The Faculty felt that communications between faculty, administration and support staff should be improved. In response to these findings every effort is being made to inform staff of all activities via multiple methods including email. The principal has an open door policy. All staff are encouraged to voice their ideas and concerns to the principal.

The Faculty felt that we needed relevant meetings. Meetings have agendas, purpose, and defined schedules.

Faculty meetings have indicated that traditions should be reinforced and strengthened with regard to school pride. Suggestions included

- Teaching the school song
- Developing mottos and themes
- instilling a culture of expected excellence in academics and extra-curricular performance
- Celebrating school and student success

2017-2018 and 2018-2019 Cultural improvement strategies:

- Event planning committee formed to celebrate successes, improve moral, and to plan fun activities, meals, treats, rewards, and events for campus personal
- Special celebration events for High School and Junior High School
- Faculty meeting scheduled for teachers to vent frustrations as necessary
- Campus Principal to have listening sessions with campus personal and departments
- Celebrate successes and recognize excellence
- Having an activity coordinator would be helpful
- Dress up days for faculty and students
- Continuity of leadership must be prioritized
- Turnover of quality educators must be avoided
- Time is needed for teachers to fully implement all campus initiatives and for student performance to reflect their efforts
- Faculty feels that initiatives are going to bring positive results in student, teacher, and campus performance

Safety

The 2017-2018 and 2018-2019 campus improvement committee believes that the safety of our students, faculty, staff, and school is our primary responsibility, we therefore feel that the following must be addressed as soon as possible:

- All exterior doors rekeyed
- Remote locking device controlled by the High School Secretary that restricts admission into the main entrance of the High School
- Law enforcement that are available on campus within a normal 4 to 7 minute response time
- Law enforcement on duty during on campus extracurricular events
- Exterior lighting repaired

In addition the campus improvement committee requests that these additional recommendations be budgeted for and completed during the 2018-2019 school year

- Exterior lighting that cannot be easily maintained be replaced
- Remote locking devices on driveway gates, controlled by the High School Secretary, with a camera, and an intercom be installed.
- Additional door, wall, and or barrier be installed at the front entrance of the School to control access to the building after people enter the office area.
- School resource officer, or off duty officers, hired for duty 7:30 am to 3:30 pm if police response times continue to be 20 minutes to 4 hours and or there is no law enforcement available for South Newton County.
- Professional development for mental health, first aid, and CPI for faculty and staff
- Professional development for campus response team personal

Facility Maintenance

Because of the 2016 and 2017 floods and past hurricanes our High School has serious maintenance challenges that need to be addressed. Routine maintenance is required to maintain our campus.

The 2017-2018 and 2018-2019 campus improvement committee makes the following immediate and long term recommendation for facility maintenance.

Immediate needs:

- Repair lighting
- Repair recirculating pumps in equipment room that are leaking
- AC needs to be repaired in the Cafeteria
- Patch roof leaks
- Fix door closers that need repaired
- Replace courtyard door threshold
- Replace stadium sound system
- Fix door that is chained across from band hall
- Paint track
- Exterior doors need to be rekeyed

Longer term needs:

- Budget for and replace 2nd chiller that cannot be repaired
- Budget for and replace 2nd boiler that cannot be repaired
- Budget for and replace 2nd water heater that cannot be repaired
- AC is not efficient nor does it work correctly
- New AC system controls and sensors need to be installed
- Repair and or replace roof
- Fix drainage and gutter so that the band hall does not flood when it rains
- Fix drainage and gutter so that the back of the stage does not get water when it rains and repair the rotten wood by the roll up door
- Athletics needs more storage
- Repair athletic lockers
- Sidewalks and parking that floods and holds water at the end of sidewalk that comes from the main entrance of the competition gym needs to be regraded or a pump installed that will remove that standing water
- Some facility windows need to be re caulked
- The hallway leading from the competition gym to the Ag shops will eventually need to be retiled in next couple of years
- Baseball field needs to be graded so that it will drain after a rain
- Old Baseball field needs to be maintained so that home games can be played when our new field is not playable

Transportation

Because of our recent flood we have lost vehicles and equipment. Our district has not bought any new busses for several year and because of that we are having constant maintenance issues with our fleet. On two trips buses were left at other schools. In one case the football team rode back on the band bus and on another trip the other school allowed us to borrow one of their buses. Of the three vehicles that we had available for the staff and small groups to use two were beyond repair and the third is suspect for long trips. Additionally because of all of this faculty and staff are having to use their personal vehicles. The 2017-2018 and 2018-2019 campus improvement committee makes the following immediate and long term recommendation for students and staff transportation

Immediate needs:

- The vehicles need constant routine maintenance
- Buses and the suburban need to be kept clean
- Show pride with the vehicles that we have
- A vehicle needs to be leased or purchased so that faculty and staff do not have to use their personal vehicles
- We need a vehicle that can pull a trailer for AG and band

Longer term needs:

- A minimum of two travel buses
- A second suburban or Ford Transport like vehicle to transport small groups of students
- A school district vehicle for workshops and bank runs
- A vehicle that can pull a trailer
- Budgeting plans initiated to purchase buses
-

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and paraprofessionals are required to be Highly Qualified according to state and federal guidelines. The Highly Qualified status of Campus staff is reflected in the annual Highly Qualified Report to TEA. Further, teacher quality is continuously assessed throughout the school year with unscheduled walkthroughs, scheduled and unscheduled T-TESS observations, and data from unit tests and STAAR assessments. Historically, the retention rate of the campus is high; therefore, recruitment needs are low. When a teaching position is vacant, recruitment is done predominately through the District website and recommendations from the Region ESC,

Staff Quality, Recruitment, and Retention Strengths

Strengths include:

- Almost all of the instructional staff is self-motivated to provide their best instructional strategies to their students during the regular class time.
- Most of the instructional staff sponsor/supervise extracurricular activities.
- Retention of the staff is attributed to class size and the culture of the students and the school community.

Staff Quality, Recruitment, and Retention Needs

Though morale has improved significantly since 2015 continued progress in this area is indicated. Because of the additional stress and work associated with the 2016-2017 improvement required designation the Campus Improvement committee recommends that all efforts should be made to create a less stressful working environment.

New faculty are being mentored by high quality successful educators.

Professional development must be encouraged to retain teaching staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus curriculum, for all courses, is derived from the Texas Essential Knowledge and Skills (TEKS). Core content courses (i.e. math, science, social studies, and English/reading) employ the TEKS Resource System (formerly C-SCOPE) to ensure vertical and horizontal alignment of instruction and assessment in each content area. The TEKS Resource System is also utilized for assessment, and provides data that informs the instructional staff on students' progress, which enables them to adjust instruction to meet the specific needs of their students.

Curriculum, Instruction, and Assessment Strengths

Curriculum, instruction, and assessments are well-aligned with the State assessment. Almost all of the instructional staff are highly motivated to adhere to the prescribed curriculum and the alignment of instruction and assessment.

Curriculum, Instruction, and Assessment Needs

The following needs are established to improve curriculum, instruction, and assessment:

- Continued work through curriculum management teams, professional learning communities (PLCs), for each core subject.
- The primary purposes for the PLCs are to improve and maintain the fidelity of the curriculum management system already in place, as well as to share ideas and instructional strategies that will contribute to students' deeper learning and acquisition of 21st century skills.
- PLCs must also use data, from assessments already employed, to determine trends in students' instructional needs for grades 6-12.

Family and Community Involvement

Family and Community Involvement Summary

Historically, the Campus has communicated with students' families and the community through traditional means (e.g. notices sent home with students, letters mailed to homes, information posted in the District website). However, the Campus and District is in the process of increasing communications through other mediums of technology. The High School and Junior High School implemented a Campus Face Book page for the 2016-2017 school year. In addition, the Campus has conducts informational meetings for parents of high school students in order to inform them of post high school opportunities, the application process for higher education institutions, and prospects for funding. For 2017-2018 District Superintendent developed a new district web site and posts timely district information, articles, and student accomplishments.

Family and Community Involvement Strengths

The Deweyville ISD is part of a small community that is well-established and has a strong, innate network of communications. Families and community members are highly supportive of the Campus staff and students' learning, as well as extra-curricular activities.

Family and Community Involvement Needs

In order to increase effective, systematic and formalized communications:

- The District/Campus-wide callout system should be utilized regularly.
- Explicit communication should be provided regarding course expectations - particularly regarding the high school level electives and graduation endorsements plans.
- Dissemination of information to parents for students' post high school opportunities should be increased.
- Events and successes celebrated on social media and DISD website.

Technology

Technology Summary

Technology use for instruction has increased significantly during the past year due to the quadrupling of wireless accessibility and the purchase of mobile computer labs. All teachers and students have access to technology in their classrooms.

Technology Strengths

Most of the faculty are interested and motivated to incorporate technology into their instructional practices, as well as to integrate technology use into students' learning activities. This has increased significantly over the last school year, and faculty are becoming more comfortable, creative, and proficient with allowing student to utilize digital tools.

Technology Needs

In order to increase technology integration, the Campus must address the following needs:

- Grant writer required to take advantage of available private, state, and federal funds
- Full time district technology person
- Professional development for teachers to develop necessary skills for a variety of digital tools.
- Purchase of additional mobile computer labs
- Develop budget for scheduled upgrades of technology
- Purchase mobile smart boards for classroom instruction
- Purchase of flat screen TV's for instructional purposes
- Purchase of flat screen TV's for hallways and cafeteria
- Professional development for teachers to develop new pedagogical practices that incorporate digital tools into the students' learning experiences.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Education Agency 2016-2017 Texas Academic Performance Report
- Texas Education Agency 2016-2017 Texas Performance Reporting System STAAR Performance Results
- Federal Report Card Data
- PEIMS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data






- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Attendance at the end of the 2017-2018 school year will be 95% or higher for grades 6-12.

Performance Objective 1: Attendance at the end of May, 2018 will be at least 95%.






Summative Evaluation: Attendance Reports will reflect 95% or better.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) Continue with incentives (i.e. final exam exemptions)	Principal, counselor, teachers	Attendance reports				
System Safeguard Strategies 2) Consistent and regular communication with parents when students exhibit frequent absenteeism.	Principal, attendance clerk	Attendance reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: High School Completion Rate of 100%.

Performance Objective 1: Dropout rate of < 1% in grades 6-12.






Summative Evaluation: June 1, 2018, all senior students will graduate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
System Safeguard Strategies 1) Monitor student success (i.e. grades/credits earned, attendance, STAAR scores)	Principal, counselor, teachers	Grade reports, transcripts, attendance reports, STAAR EOC scores of all seniors				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All students will continue to be taught by highly qualified teachers throughout the 2017-2018 school year.

Performance Objective 1: All instructional staff on the High School Campus will meet all certification guidelines.






Summative Evaluation: Highly Qualified status of all instructional staff is reflected in the Highly Qualified Report to TEA.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
System Safeguard Strategies 1) New instructional staff will be hired with the credentials for Highly Qualified status.	Principal	Employee transcripts, certifications appropriate for instructional assignment				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 1: The Campus will work to further decrease acts of violence and drug use to provide a safe learning environment.






Summative Evaluation: Data from discipline reports will reflect a decrease in violent and drug offenses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) The staff will maintain a culture of no tolerance of violent acts and threats of violent acts.	Principal, counselor, teachers, all support staff	Fewer incidents of violent acts and/or threats of violence: reflected in discipline data				
2) The staff will contribute to a culture of trust between students and staff that encourages students to report incidents of violence or threats of violence.	Principal, counselor, teachers, support staff	Student communications concerning violent acts and/or threats of violence: reflected in documentation of students' written statements				
3) The staff will maintain a culture of no tolerance of use, possession, or the sale of illegal drugs.	Principal, counselor, teachers, support staff	Fewer incidents of drug offenses: reflected in discipline data				
4) The staff will contribute to a culture of trust between students and staff that encourages students to report drug offenses on campus.	Principal, counselor, teachers, support staff	Student communications concerning drug offenses: reflected in documentation of students' written statements.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: At the end of the 2017-2018 year, 60% of Special Education students' grades 6-12 will meet state standards on STAAR, STAAR Online with embedded accommodations, and the STAAR Alternative.

Performance Objective 1: 60% percent of students receiving special education services will meet or exceed the Approaches Standard on the appropriate STAAR Exams, as determined by their ARD committee.

Summative Evaluation: Data from STAAR Exam results will reflect a 60% passing rate among special education students.





Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
System Safeguard Strategies 1) Instructional staff will implement appropriate modifications and accommodations, according to ARD committees' decisions.	Teachers, inclusion aides, principal, counselor, special programs director	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR scores, unit tests, and benchmark tests of students receiving special education services.				
System Safeguard Strategies 2) Instructional staff will individualize instruction in order to ensure success for students with special needs.	Teachers, inclusion aides, principal, counselor, special programs director	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR scores, unit tests, and benchmark tests of students receiving special education services.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: By the end of the 2017-2018 year, 65% of students in grade 7 will meet or exceed the Approaches Standard on the STAAR Writing Exam.

Performance Objective 1: By the end of the 2017-2018 school year, 65% of all 7th grade students will meet or exceed the Approaches Standard in STAAR Writing.

Summative Evaluation: Data from STAAR Writing Exam results will reflect a 65% passing rate among 7th grade students.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) ELA instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR Writing Exam.	ELA teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Writing Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 2) ELA instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.	ELA teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Writing Exam scores, unit tests, and benchmark tests.				
3) Instructional staff of other academic contents will support writing skills by incorporating writing into their students' learning activities.	All 7th grade academic teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Writing Exam scores, unit tests, and benchmark tests.				
4) ELA teachers will attend professional development through Region 5 ESC to further develop their instructional strategies for teaching writing skills.	ELA teachers, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Writing Exam scores, unit tests, and benchmark tests.				
5) ELA teachers will inform other academic teachers on effective writing strategies to utilize in their students' learning activities and assessments.	All 7th grade academic teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Writing Exam scores, unit tests, and benchmark tests.				
6) Beginning with the 2016-2017 school year all 6 th grade and 9 th grade students shall take a full year creative writing course						

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
 = Discontinue

Goal 7: By the end of the 2017-2018 year, 60% of 6th and 7th graders and 65% of the students in grade 8 will meet or exceed the Approaches Standard on the STAAR Reading Exam.

Performance Objective 1: By the end of the 2017-2018 school year, 60% of 6th and 7th graders and 65% of 8th grade students will pass the STAAR Reading Exam.






Summative Evaluation: Data from STAAR Reading Exam results will reflect a 60% passing rate for 6th and 7th grade and 65% passing rate among 8th grade students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) ELA instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR Reading Exam.	ELA teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Reading Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 2) ELA instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.	ELA teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Reading Exam scores, unit tests, and benchmark tests.				
3) Instructional staff of other academic contents will support reading skills by incorporating content literacy skills into their students' learning activities.	All 8th grade academic teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Reading Exam scores, unit tests, and benchmark tests.				
4) ELA teachers will attend professional development through Region V ESC to further develop their instructional strategies for teaching reading skills.	ELA teachers, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Reading Exam scores, unit tests, and benchmark tests.				
5) ELA teachers will inform other academic teachers on effective reading strategies to utilize in their students' learning activities and assessments for their specific content.	All 8th grade academic teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Reading Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 6) 6 th and 7 th grade students are enrolled in a reading class (in addition to their ELA class). This enables the ELA teachers to focus instructional strategies on specific literacy skills and provides more daily practice for students.	ELA teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Reading Exam scores, unit tests, and benchmark tests.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: By the end of the 2017-2018 year, 70% of High School English I and 70% of English II students will meet or exceed the Approaches Standard.

Performance Objective 1: By the end of the 2017-2018 year, 70% of English I and 70% of English II students will pass the STAAR English Language Arts (ELA) End of Course Exam.






Summative Evaluation: Data from STAAR ELA Exam results will reflect a 70% of English I and 70% of English II students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
System Safeguard Strategies 1) English instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR ELA End of Course Exam.	English I and II teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR English End of Course Exams scores, unit tests, and benchmark tests.				
System Safeguard Strategies 2) English instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.	English I and II teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR English End of Course Exams scores, unit tests, and benchmark tests.				
System Safeguard Strategies 3) Instructional staff of other high school academic contents will support reading and writing skills by incorporating content literacy skills into their students' learning activities.	English I and II teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR English End of Course Exams scores, unit tests, and benchmark tests.				
System Safeguard Strategies 4) English teachers will attend professional development through Region V ESC to further develop their instructional strategies for teaching reading and writing skills.	English I and II teachers, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR English End of Course Exams scores, unit tests, and benchmark tests.				
System Safeguard Strategies 5) English teachers will inform other academic teachers on effective reading strategies to utilize in their students' learning activities and assessments for their specific content.	All High School academic teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR English End of Course Exams scores, unit tests, and benchmark tests.				
System Safeguard Strategies 6) In addition to their regular English course, 11 th and 12 th grade students who did not meet the state standards for the STAAR English I and/or II Exams, are enrolled in an English remediation class.	English teachers, principal, counselor	Students will exceed one year's growth, or expected growth according to IEPs, indicated by STAAR English End of Course Exams scores, unit tests, and benchmark tests, thus closing previously determined gaps.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 9: By the end of the 2017-2018 year, 60% of 6th and 7th grade mathematics, 80% of 8th grade mathematics, and 85% of Algebra 1 students will meet or exceed the Approaches Standard on the STAAR/End of Course Exams.

Performance Objective 1: By the end of the 2017-2018 school year, the 60% of 6th and 7th grade mathematics, 80% of 8th grade mathematics, and 85% of Algebra 1 students will pass the STAAR/End of Course Exam.






Summative Evaluation: Data from STAAR Exam results will reflect a 60% passing rate among 6th and 7th grade mathematics, 80% among 8th grade mathematics, and 85% among Algebra 1 students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) Jr. High math and algebra I instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR Math and STAAR Algebra I End of Course Exams.	7 th and 8 th grade math teachers, algebra I teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Math Exam scores, STAAR Algebra I End of Course Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 2) Jr. High math and algebra I instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.	7 th and 8 th grade math teachers, algebra I teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Math Exam scores, STAAR Algebra I End of Course Exam scores, unit tests, and benchmark tests.				
3) Jr. High math and algebra I teachers will attend professional development through Region V ESC to further develop their instructional strategies for teaching math skills.	7 th and 8 th grade math teachers, algebra I teachers, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Math Exam scores, STAAR Algebra I End of Course Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 4) Jr. High students are enrolled in an additional math class (math lab) in order to provide them with additional math instruction and practice.	Principal, Jr. High math teachers, inclusion aides, counselor	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Math Exam scores, STAAR Algebra I End of Course Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 5) In addition to their regular High School math course, all students who did not meet the state standards for the STAAR Algebra I Exam, are enrolled in an Algebra I remediation class.	High School math teachers, principal, counselor	Students will exceed one year's growth, or expected growth according to IEPs, indicated by STAAR Algebra I End of Course Exam scores, unit tests, and benchmark tests, thus closing previously determined gaps.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 10: By the end of 2017-2018 year, 60% of students in grade 8 science, and 85% of high school students in biology, will meet or exceed the Approaches Standard on the STAAR/End of Course Exams.

Performance Objective 1: By the end of the 2017-2018 school year, 60% of 8th grade science students and 85% biology students will pass the STAAR Biology End of Course Exam.






Summative Evaluation: Data from STAAR/EOC Exam results will reflect a 60% passing rate among 8th grade science students, and an 85% passing rate among Biology students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) 8th grade science and High School biology instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR Science and STAAR Biology End of Course Exams.	8th grade science teachers, biology teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Science Exam scores, STAAR Biology End of Course Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 2) 8th grade science and High School biology instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.	8th grade science teachers, biology teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Science Exam scores, STAAR Biology End of Course Exam scores, unit tests, and benchmark tests.				
3) 8th grade science and High School biology teachers will attend professional development through Region V ESC to further develop their instructional strategies for teaching science concepts and skills.	8th grade science teachers, biology teachers, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Science Exam scores, STAAR Biology End of Course Exam scores, unit tests, and benchmark tests.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 11: By the end of the 2017-2018 school year, 60% of the students in grade 8, and 75% of high school students in U.S. History, will meet or exceed the Approaches Standard on the STAAR Social Studies Exam and the STAAR U.S. History End of Course Exam.

Performance Objective 1: By the end of the 2017-2018 school year, 60% of 8th grade students will pass the Social Studies STAAR Exam, and 75% of U.S. History students will pass the STAAR U.S. History End of Course Exam.






Summative Evaluation: Data from STAAR/EOC Exam results will reflect a 60% passing rate among 8th grade social studies students and a 75% passing rate among high school U.S. history students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) 8th grade social studies and High School U.S. History instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR Social Studies and STAAR U.S. History End of Course Exams.	8th grade social studies teachers, U.S. History teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Social Studies Exam scores, STAAR U.S. History End of Course Exam scores, unit tests, and benchmark tests.				
System Safeguard Strategies 2) 8th grade social studies and High School U.S. History instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.	8th grade social studies teachers, U.S. History teachers, inclusion aides, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Social Studies Exam scores, STAAR U.S. History End of Course Exam scores, unit tests, and benchmark tests.				
3) 8th grade social studies and High School U.S. History teachers will attend professional development through Region V ESC to further develop their instructional strategies for teaching social studies and History content and concepts.	8th grade social studies teachers, U.S. History teachers, principal	Students will show at least one year's growth, or expected growth according to IEPs, indicated by STAAR Social Studies Exam scores, STAAR U.S. History End of Course Exam scores, unit tests, and benchmark tests.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 12: By the end of the 2017-2018 school year, all senior students will have passed all portions of the STAAR EOC Exams.

Performance Objective 1: High School seniors will achieve a 100% passing rate of all portions of the STAAR/EOC Exams.






Summative Evaluation: Data from STAAR/EOC results will reflect a 100% passing rate among the 2017-2018 senior class students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
1) All seniors who have not passed the STAAR/EOC Assessment are scheduled in a remediation class for the subject(s) they have not demonstrated mastery, according to state assessment standards.	High school teachers of the required content remediation, principal, counselor	Passing scores for all students on all portions of the STAAR/EOC test				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 13: By the end of the 2017-2018 school year the High School and Junior High campus will meet standard in all state accountability rating system indexes

Performance Objective 1: By the end of the 2017-2018 school year the High School and Junior High campus will meet standard in all state accountability rating system indexes

Summative Evaluation: For the 2017-2018 school year the High School and Junior High campus will meet standard in all state accountability rating system indexes

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	May	Aug
#1 Implement Instruction aligned with the TEKS at the appropriate level of rigor for STAAR #2 Use data to inform decisions about curriculum and instruction	The Professional Service Provider Superintendent, and the Campus Principal	For the 2017-2018 school year the High School and Junior High campus meet standard in all state accountability rating system indexes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Consistent and regular communication with parents when students with frequent absences
2	1	1	Monitor student success (i.e. grades/credits earned, attendance, STAAR scores)
3	1	1	New instructional staff will be hired with the credentials for Highly Qualified status.
5	1	1	Instructional staff will implement appropriate modifications and accommodations, according to ARD committees' decisions.
5	1	2	Instructional staff will individualize instruction in order to ensure success for students with special needs.
6	1	2	ELA instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.
7	1	2	ELA instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.
7	1	6	All 6 th and 7 th grade students are enrolled in a reading class (in addition to their ELA class). This enables the ELA teachers to focus instructional strategies on specific literacy skills and provides more daily practice for students.
8	1	1	English instructional staff will employ a vertically and horizontally aligned curriculum that incorporates all TEKS that are tested on the STAAR ELA End of Course Exam.
8	1	2	English instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.
8	1	3	Instructional staff of other high school academic contents will support reading and writing skills by incorporating content literacy skills into their students' learning activities.
8	1	4	English teachers will attend professional development through Region V ESC to further develop their instructional strategies for teaching reading and writing skills.
8	1	5	English teachers will inform other academic teachers on effective reading strategies to utilize in their students' learning activities and assessments for their specific content.
8	1	6	In addition to their regular English course, all 11 th and 12 th grade students who did not meet the state standards for the STAAR English I and/or II Exams, are enrolled in an English remediation class.
9	1	2	Jr. High math and algebra I instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.

Goal	Performance Objective	Strategy	Description
9	1	4	Jr. High students are enrolled in an additional math class (math lab) in order to provide them with additional math instruction and practice.
9	1	5	In addition to their regular High School math course, all students who did not meet the state standards for the STAAR Algebra I Exam, are enrolled in an Algebra I remediation class.
10	1	2	8th grade science and High School biology instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.
11	1	2	8th grade social studies and High School U.S. History instructional staff will differentiate instructional strategies to address the specific, individual needs of struggling students.

2017-2018 Deweyville High School and Junior High School Campus Improvement Plan Committee Members

- Mr. Haeggquist
- Mrs. Hryhorchuk
- Mr. Willett
- Mr. Waldrum
- Mrs. Johnson
- Mrs. Behan
- Mrs. Burks
- Mr. Prouse