

Denton Independent School District
Guyer High School
2020-2021 Campus Improvement Plan

Mission Statement

Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

School Values

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

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Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	19
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	21
Goal 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	23
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Comprehensive Needs Assessment

Revised/Approved: July 20, 2020

Demographics

Demographics Summary

Guyer High School's mission is to provide an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment.

- Rigorous and relevant curriculum that is cognitively demanding and challenging to students
- Students engaged in the learning process
- Stakeholder involvement in the planning and improvement process

Our vision is to educate and nurture the whole student. Our students, parents, community, and staff believe that each of our students can meet or exceed rigorous local, state, and national academic standards.

- Professional learning community collaboration
- Focused and critical examination of our instructional practices
- Maintaining fidelity in data-driven decision-making

We continue to seek opportunities to work vertically with our Guyer Zone schools and continue our horizontal collaboration with the other district comprehensive high schools.

Our parent community is supportive of our efforts and remain committed to our school-home partnership.

Enrollment	
Total Enrollment For Today	2623 ✓
Late Enrollment To Date	40 ✓
Early Withdrawals To Date	106 ✓
Dropouts To Date	1 ✓

Code	Description	Percentage (%)	# of Students
1	Hispanic or Latino of any race	27.1722561	713
2	American Indian or Alaska Native	0.6478658537	17
3	Asian	3.963414634	104
4	Black or African American	8.460365854	222
5	Native Hawaiian or Other Pacific Islander	0.1524390244	4
6	White	56.89786585	1493
7	Two or More Races	2.667682927	70

Campus free/reduce lunch percentage

Code	Description	Percentage (%)	# of Students
0	Not Identified as Economically Disadvantaged	81.05945122	2127
1	Free	16.00609756	420
2	Reduced	2.896341463	76

Campus Sp. Ed. percentage

	Percentage (%)	# of Students
Identified as SPED	7.850609756	206
Not SPED	92.14939024	2418

Campus at-risk percentage

	Percentage (%)	# of Students
Identified as At-Risk	11.47103659	301
Not Identified as At-Risk	88.52896341	2323

	Percentage (%)	# of students
ESL	7.442748092	195
Not ESL	92.55725191	2425
		2620
	Percentage	# of students
GT	15.61068702	409
NOT GT	84.38931298	2211

Demographics Strengths

Exceptionally high graduation/completion rate

High student attendance rate

Teacher/student ratios allows for highly effective instruction

Traditionally low student mobility/student stability rate

Traditionally strong truancy prevention measures

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of ELL and At-Risk students meeting the standard ratings on EOCs and passing academic courses is lower than that of non-ELL students.

Root Cause: Teachers lack training, instructional skills, and resources in meeting specific academic/language needs of our ELL students.

Problem Statement 2: Percentage of at-risk students continues to be too high **Root Cause:** There is a lack of differentiation in the targeted interventions necessary to meet the unique needs of our at-risk and ELL students

Student Learning

Student Learning Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction Scope and Sequence, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs and to ensure that plans are aligned with campus, district, and state standards and expectations.

Student Learning Strengths

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **GUYER H S**

Campus Number: **061901007**

2019 Accountability Rating: **A**

TEXAS EDUCATION AGENCY														Total Student	
Texas Academic Performance Report														Grade Span:	
2018-19 Campus STAAR Performance														School Type: High	
														EL	
														(Current & Former)	
														Continuously Enrolled	
														Non-Continuously Enrolled	
														Economically Disadvantaged	
														Two or More Races	
														Special Ed (Current)	
														Special Ed (Former)	
														Pacific Islander	
														Asian	
														Indian	
														American White	
														Hispanic	
														African American	
State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EL (Current & Former)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
End of Course English I															
At Approaches Grade Level or Below															

Above	2019	68%	70%	82%	78%	70%	88%	89%	88%	*	-	30%	72%	83%	78%	62%	60%	
	2018	65%	70%	81%	74%	70%	86%	*	95%	*	-	33%	58%	84%	70%	62%	60%	
At Meets Grade Level or Above	2019	50%	56%	73%	64%	59%	80%	78%	85%	*	-	20%	50%	75%	64%	45%	41%	
	2018	44%	50%	64%	61%	50%	70%	*	82%	*	-	13%	42%	68%	49%	39%	30%	
At Masters Grade Level	2019	11%	15%	27%	21%	17%	30%	44%	45%	*	-	3%	6%	29%	16%	8%	1%	
	2018	7%	9%	17%	15%	11%	18%	*	36%	*	-	2%	12%	17%	15%	7%	1%	
End of Course English II																		
At Approaches Grade Level or Above	2019	68%	69%	78%	71%	64%	87%	67%	81%	*	*	35%	67%	80%	70%	59%	49%	
	2018	67%	70%	81%	75%	69%	89%	80%	74%	*	*	21%	79%	85%	66%	61%	43%	
At Meets Grade Level or Above	2019	49%	51%	64%	57%	50%	73%	17%	68%	*	*	16%	47%	67%	52%	43%	30%	
	2018	48%	53%	69%	62%	54%	77%	30%	72%	*	*	13%	63%	72%	53%	48%	30%	
At Masters Grade Level	2019	8%	9%	13%	12%	8%	15%	0%	26%	*	*	0%	7%	14%	10%	5%	1%	
	2018	8%	7%	11%	6%	7%	13%	0%	23%	*	*	1%	0%	11%	10%	5%	4%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	86%	92%	94%	85%	94%	*	100%	*	-	61%	100%	94%	83%	81%	80%	
	2018	83%	85%	93%	88%	90%	96%	*	88%	*	-	67%	86%	94%	90%	85%	87%	
At Meets Grade Level or Above	2019	61%	64%	72%	70%	57%	80%	*	72%	*	-	28%	54%	75%	60%	47%	50%	
	2018	55%	59%	70%	63%	58%	76%	*	75%	*	-	13%	48%	73%	60%	54%	51%	
At Masters Grade Level	2019	37%	42%	50%	38%	37%	58%	*	61%	*	-	4%	23%	54%	31%	25%	30%	
	2018	32%	35%	41%	38%	31%	46%	*	50%	*	-	7%	14%	43%	31%	23%	27%	
End of Course Biology																		
At Approaches Grade Level or Above	2019	88%	87%	94%	96%	86%	96%	100%	100%	*	-	71%	100%	95%	89%	83%	75%	
	2018	87%	87%	94%	90%	88%	97%	*	92%	*	-	79%	84%	95%	90%	83%	81%	
At Meets Grade Level or Above	2019	62%	64%	79%	72%	65%	86%	75%	85%	*	-	29%	73%	82%	68%	53%	49%	
	2018	59%	61%	78%	71%	57%	87%	*	88%	*	-	35%	48%	80%	69%	54%	41%	
At Masters Grade Level	2019	25%	26%	36%	28%	25%	41%	75%	38%	*	-	2%	20%	39%	25%	14%	14%	
	2018	24%	25%	36%	34%	20%	42%	*	54%	*	-	7%	12%	38%	27%	15%	6%	
End of Course U.S. History																		
At Approaches Grade Level or Above	2019	93%	93%	96%	97%	91%	99%	100%	95%	*	*	75%	100%	97%	92%	90%	73%	
	2018	92%	93%	96%	98%	92%	97%	100%	86%	-	-	69%	100%	97%	91%	91%	72%	
At Meets Grade Level or Above	2019	73%	75%	85%	82%	72%	91%	67%	83%	*	*	38%	86%	87%	73%	72%	44%	
	2018	70%	72%	85%	75%	79%	89%	86%	76%	-	-	48%	80%	88%	72%	75%	51%	
At Masters Grade Level	2019	45%	45%	53%	42%	39%	60%	33%	54%	*	*	13%	71%	54%	46%	40%	19%	
	2018	40%	43%	54%	42%	43%	59%	57%	57%	-	-	17%	40%	56%	44%	35%	14%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	81%	88%	86%	78%	93%	91%	92%	100%	*	52%	85%	90%	82%	73%	66%	
	2018	77%	81%	88%	84%	81%	93%	90%	85%	*	*	50%	77%	90%	80%	75%	68%	
At Meets Grade Level or Above	2019	50%	54%	75%	68%	60%	82%	64%	80%	80%	*	25%	59%	77%	63%	51%	42%	
	2018	48%	53%	73%	66%	59%	80%	48%	78%	*	*	23%	51%	76%	60%	53%	39%	
At Masters Grade Level	2019	24%	26%	34%	27%	24%	39%	42%	44%	40%	*	4%	19%	37%	24%	17%	11%	

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: DENTON ISD
Campus Name: GUYER H S
Campus Number: 061901007

Total Student: 1000
Grade Span: 9-12
School Type: High School

Two or Social Social Continu- Non- EL
Two or Social Social Continu- Non- EL
(Current)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	24%	30%	26%	21%	34%	17%	40%	*	*	6%	11%	32%	24%	16%	10%
At Approaches Grade Level or Above	2019	75%	78%	80%	74%	67%	87%	80%	84%	*	*	33%	70%	82%	74%	60%	55%
	2018	74%	79%	81%	75%	69%	87%	79%	82%	*	*	26%	67%	84%	68%	62%	52%
At Meets Grade Level or Above	2019	48%	52%	69%	61%	54%	77%	53%	77%	*	*	18%	48%	71%	59%	44%	36%
	2018	46%	52%	67%	61%	52%	74%	21%	75%	*	*	13%	51%	70%	51%	44%	30%
At Masters Grade Level	2019	21%	24%	20%	17%	13%	23%	27%	36%	*	*	1%	6%	22%	14%	7%	1%
	2018	19%	22%	14%	11%	9%	15%	0%	28%	*	*	2%	7%	14%	13%	6%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	92%	94%	85%	94%	*	100%	*	-	61%	100%	94%	83%	81%	80%
	2018	81%	84%	93%	88%	90%	96%	*	88%	*	-	67%	86%	94%	90%	85%	87%
At Meets Grade Level or Above	2019	52%	55%	72%	70%	57%	80%	*	72%	*	-	28%	54%	75%	60%	47%	50%
	2018	50%	53%	70%	63%	58%	76%	*	75%	*	-	13%	48%	73%	60%	54%	51%
At Masters Grade Level	2019	26%	29%	50%	38%	37%	58%	*	61%	*	-	4%	23%	54%	31%	25%	30%
	2018	24%	25%	41%	38%	31%	46%	*	50%	*	-	7%	14%	43%	31%	23%	27%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	94%	96%	86%	96%	100%	100%	*	-	71%	100%	95%	89%	83%	75%
	2018	80%	83%	94%	90%	88%	97%	*	92%	*	-	79%	84%	95%	90%	83%	81%
At Meets Grade Level or Above	2019	54%	58%	79%	72%	65%	86%	75%	85%	*	-	29%	73%	82%	68%	53%	49%
	2018	51%	55%	78%	71%	57%	87%	*	88%	*	-	35%	48%	80%	69%	54%	41%
At Masters Grade Level	2019	25%	27%	36%	28%	25%	41%	75%	38%	*	-	2%	20%	39%	25%	14%	14%
	2018	23%	26%	36%	34%	20%	42%	*	54%	*	-	7%	12%	38%	27%	15%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	96%	97%	91%	99%	100%	95%	*	*	75%	100%	97%	92%	90%	73%
	2018	78%	81%	96%	98%	92%	97%	100%	86%	-	-	69%	100%	97%	91%	91%	72%
At Meets Grade Level or Above	2019	55%	56%	85%	82%	72%	91%	67%	83%	*	*	38%	86%	87%	73%	72%	44%
	2018	53%	56%	85%	75%	79%	89%	86%	76%	-	-	48%	80%	88%	72%	75%	51%
At Masters Grade Level	2019	33%	34%	53%	42%	39%	60%	33%	54%	*	*	13%	71%	54%	46%	40%	19%
	2018	31%	33%	54%	42%	43%	59%	57%	57%	-	-	17%	40%	56%	44%	35%	14%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: DENTON ISD
Campus Name: GUYER H S
Campus Number: 061901007

Total Students:
Grade Span: 0/
School Type: High S

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	66	69	74	67	69	*	82	*	-	63	61	69	70	64	62
	2018	67	64	66	64	65	67	50	68	*	*	35	59	67	61	63	61
End of Course Algebra I	2019	75	77	80	83	73	82	*	84	*	-	42	82	82	69	67	71
	2018	72	73	77	72	70	80	*	100	*	-	41	61	77	76	69	71
All Grades Both Subjects	2019	69	70	74	78	70	75	75	83	*	-	51	70	75	70	66	67
	2018	69	70	71	67	67	73	60	73	*	*	37	60	71	68	66	67
All Grades ELA/Reading	2019	68	69	69	74	67	69	*	82	*	-	63	61	69	70	64	62
	2018	60	70	66	64	65	67	50	68	*	*	35	50	67	61	63	61

All Grades Mathematics	2010	09	10	00	04	05	07	09	00	-	-	05	09	01	03	01
	2019	70	72	80	83	73	82	*	84	*	-	42	82	69	67	71
	2018	70	70	77	72	70	80	*	100	*	-	41	61	77	76	69

District Name: DENTON ISD
 Campus Name: GUYER H S
 Campus Number: 061901007

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students:
 Grade Span: 01
 (Current EL Stuc

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	88%	-	-	-	-	-	50%	-	50%	*	50%	50%
	2018	77%	81%	88%	-	-	-	-	-	53%	-	53%	*	53%	54%
At Meets Grade Level or Above	2019	50%	54%	75%	-	-	-	-	-	20%	-	20%	*	20%	21%
	2018	48%	53%	73%	-	-	-	-	-	22%	-	22%	*	22%	22%
At Masters Grade Level	2019	24%	26%	34%	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	22%	24%	30%	-	-	-	-	-	4%	-	4%	*	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	80%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	74%	79%	81%	-	-	-	-	-	29%	-	29%	*	29%	31%
At Meets Grade Level or Above	2019	48%	52%	69%	-	-	-	-	-	16%	-	16%	-	16%	16%
	2018	46%	52%	67%	-	-	-	-	-	10%	-	10%	*	10%	11%
At Masters Grade Level	2019	21%	24%	20%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	22%	14%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	92%	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	81%	84%	93%	-	-	-	-	-	82%	-	82%	-	82%	82%
At Meets Grade Level or Above	2019	52%	55%	72%	-	-	-	-	-	30%	-	30%	-	30%	30%
	2018	50%	53%	70%	-	-	-	-	-	38%	-	38%	-	38%	38%
At Masters Grade Level	2019	26%	29%	50%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	24%	25%	41%	-	-	-	-	-	18%	-	18%	-	18%	18%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	94%	-	-	-	-	-	59%	-	59%	-	59%	59%
	2018	80%	83%	94%	-	-	-	-	-	71%	-	71%	-	71%	71%
At Meets Grade Level or Above	2019	54%	58%	79%	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	51%	55%	78%	-	-	-	-	-	18%	-	18%	-	18%	18%
At Masters Grade Level	2019	25%	27%	36%	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	23%	26%	36%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	96%	-	-	-	-	-	59%	-	59%	*	59%	61%
	2018	78%	81%	96%	-	-	-	-	-	66%	-	66%	-	66%	66%
At Meets Grade Level or Above	2019	55%	56%	85%	-	-	-	-	-	26%	-	26%	*	26%	31%
	2018	53%	56%	85%	-	-	-	-	-	40%	-	40%	-	40%	40%
At Masters Grade Level	2019	33%	34%	53%	-	-	-	-	-	12%	-	12%	*	12%	14%
	2018	31%	33%	54%	-	-	-	-	-	6%	-	6%	-	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	70%	74%	-	-	-	-	-	58%	-	58%	-	58%	58%
	2018	69%	70%	71%	-	-	-	-	-	66%	-	66%	*	66%	67%
All Grades ELA/Reading															
	2019	68%	69%	69%	-	-	-	-	-	62%	-	62%	-	62%	62%
	2018	69%	70%	66%	-	-	-	-	-	55%	-	55%	*	55%	57%
All Grades Mathematics															
	2019	70%	72%	80%	-	-	-	-	-	54%	-	54%	-	54%	54%
	2018	70%	70%	77%	-	-	-	-	-	77%	-	77%	-	77%	77%

2018-19 Campus STAAR Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	(Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	96%	97%	93%	98%	100%	95%	100%	57%	91%	92%	7
Not Included in Accountability													
Mobile	4%	4%	2%	2%	3%	2%	0%	2%	0%	43%	4%	5%	
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	3%	0%	0%	4%	3%	1
Not Tested	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	
Absent	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	100%	100%	100%	*	*	99%	99%	9
Included in Accountability	94%	94%	96%	92%	91%	98%	100%	97%	*	*	92%	89%	7
Not Included in Accountability													
Mobile	4%	5%	3%	7%	4%	1%	0%	1%	*	*	4%	6%	
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	3%	*	*	3%	3%	1
Not Tested	1%	0%	1%	1%	1%	0%	0%	0%	*	*	1%	1%	
Absent	1%	0%	1%	1%	1%	0%	0%	0%	*	*	1%	1%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	*	0%	0%	

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of ELL and At-Risk students meeting the standard ratings on EOCs and passing courses is lower than that of non-ELL students. **Root Cause:** Teachers lack training, instructional skills, and resources in meeting specific academic/language needs of our ELL students and at-risk students.

Problem Statement 2: Teachers and students are continuing to learn how to efficiently and effectively navigate the Canvas Learning Management System. **Root Cause:** Lack of quality staff development in facilitating instruction in Canvas; lack of student knowledge in how to successfully engage with Canvas as a learning resource.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction Scope and Sequence, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs and to ensure that plans are aligned with campus, district, and state standards and expectations.

Through utilizing the tools provided by Denton ISD Human Resources, as well as campus-based protocols and procedures, we seek to recruit, support, and retain a highly talented staff. Our staff commonly report how they feel supported on campus, and this is also reflected in the high staff retention rate each year.

Our organizational structures support collaboration, innovation, and calculated risk-taking. Administratively, our administrative team is structured into two teams: Instructional Leadership Team and Organizational Leadership Team. The Instructional Leadership Team is tasked with leading the instructional focus and initiatives, while our Organizational Leadership Team is tasked with leading our operational/organizational focus. Our department chairs lead their core academic departments, and we have lead teachers who assist in leader content areas within their departments. Our structure collectively support collegiality and high levels of professional learning.

Instructional Delivery: Assessment for Learning

Instructional Delivery: Canvas Learning Management System

Professional Learning Community

Use tools and resources provided by Denton ISD Human Resources and Guyer High School Administration to identify, recruit, support, and retain the most highly talented, highly qualified, and highly motivated staff possible

Social Emotional Learning

School Processes & Programs Strengths

Professional Learning Communities Culture

Assessment for Learning Strategies

Administrative Leadership Team

Counseling/Social Work Team

Teacher Leadership Team (Department Chairs)

Campus Leadership Team

Teacher Selection Processes

Instructional Leadership Team

Organizational Leadership Team

Leadership Development

High Teacher Retention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A need exists for strengthening social emotional learning programming for students and staff. **Root Cause:** There is a lack of a vision for what campus SEL focus and programming will consist of.

Problem Statement 2: Teachers and students are continuing to learn how to efficiently and effectively navigate the Canvas Learning Management System. **Root Cause:** Lack of quality staff development in facilitating instruction in Canvas; lack of student knowledge in how to successfully engage with Canvas as a learning resource.

Perceptions

Perceptions Summary

All Guyer High School staff members have a common shared vision for ensuring that our students maximize their potential during their time at GHS. Our learning community is committed to fulfilling our mission of providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process. We focus on research best practices, and, to the greatest extent possible, seek to provide a personal, individualized, targeted plan of instruction which moves our students closer to realizing their goals.

Guyer High School is a tradition-rich campus that is known for excellence in academics, fine arts, and athletics. GHS is consistently named to U. S. News and World Reports list of "Top U. S. High Schools", and we were recently named one of the top STEM high schools in the United States. Because the school has historically been successful, the standard of expectation within and outside of the campus continues to rise. Our strong campus culture reflects and embodies what we mean by #TheGuyerWay.

Perceptions Strengths

Clear campus mission, vision, values, and goals

Tradition-rich campus leads to positive campus culture and climate

Highly supportive Parent, Teachers, Student Association (PTSA)

Highly qualified teaching staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase leadership/ownership opportunities and development for Guyer High School students to continue to strengthen the campus culture. **Root Cause:** There is a lack of quality opportunities for students to develop leadership capacities on campus and in the community.

Problem Statement 2: GHS needs to find ways to actively engage more parents as partners in the undertakings of the learning community. **Root Cause:** Parents lack the knowledge on how to best engage, serve, and assist in their parental roles that ... the successful operation of the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By June 2021, we will increase the student success rate in all courses by increasing the course passing rate as compared to the course passing rate from the 2019-2020 academic year.

Evaluation Data Sources: Course passing rates for all academic courses

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 1: Utilize Canvas Learning Management System as a tool for dissemination of academic instruction and content, to access student learning and work samples, to provide a two-way communication and interaction pathway between the teacher, student/family, and to collaborate and co-create teaching and learning opportunities.</p> <p>Provide multi-tiered system of supports, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs</p> <p>Increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>English staff will increase evidence-based reading opportunities for all students in English classes and all other content areas, utilize common planning to create common assessments, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.</p> <p>As a result of analyzing STAAR EOC and district and teacher assessments, math staff will utilize common planning time to plan for creating and analyzing common assessments, collaboratively designing high quality lessons and implementing high quality instruction.</p> <p>Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis.</p> <p>Social Studies staff members will increase document analysis/evidence-based reading at all grade levels. An increased focus on this skill will raise scores at all grade levels and AP.</p> <p>Continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs)</p> <p>Increase writing and content evidenced based reading opportunities for all students across all subject areas</p> <p>Reinforce Assessment for Learning Strategies with an emphasis on providing students with clear learning targets/begin learning on strong and weak work</p> <p>Continue campus initiative focused on disciplinary literacy</p> <p>Strategy's Expected Result/Impact: More students on track for graduation Fewer students identified as "at risk" Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By June 2021, The Guyer High School student body and staff will develop an atmosphere of acceptance at GHS by showing a 5% increase in feelings of safety and connectedness, as measured by a campus-created safety and connectedness survey.

Evaluation Data Sources: Campus-created Safety and Connectedness Survey
Panorama Survey for 9th and 10th Grade

Summative Evaluation: None

<p>Strategy 1: Provide education for all students and staff on Suicide Prevention, Bully Prevention, Child Abuse, Teen Dating and Relationship Violence, and Substance Abuse Prevention, emphasizing on self-care and wellness.</p> <p>Parent education on mental health and wellness through conducting virtual parent presentations and providing resources through newsletters, GHS counseling website, and additional parent communication tools.</p> <p>Continue monthly safety audits of facilities.</p> <p>Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters, and Naviance emails.</p> <p>Strategy's Expected Result/Impact: Reduced incidences of bullying, harassment, confrontations, violence, substance abuse</p> <p>Increased parent participation</p> <p>Increased parent requests for resources and support</p> <p>Increased traffic on mental health website</p> <p>Reduced disciplinary action imposed</p> <p>Staff Responsible for Monitoring: Counselors Administrators School Resource Officer School Security Officers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews				
	Formative			Summative	
	Dec	Mar	May	May	
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Goal 3: Opportunities for Students

In pursuit of excellence, we will:

- * Support college, career, military and life readiness
- * Engage students in extracurricular clubs and organizations
- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Agency's College, Career, and Military Readiness Indicators, the Guyer HS CCMR rate will be at least 5% higher than the average of our comparable schools group by June 2021. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2021.

HB3 Goal

Evaluation Data Sources: Texas Education Agency CCMR Report

Summative Evaluation: None

Strategy 1: Increase the number/percentage of students successfully engaged in CCMR coursework	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Educate students, families, and staff regarding what programs, i. e. CTE industry-approved certifications, and opportunities are available in district that will engage student interest, increase learning opportunities, and ensure CCMR readiness				
Promote knowledge about necessities for college / career readiness to all students and families				
Provide at least two college/career readiness presentations during the school year to students and parents				
Offer and promote TSI, ACT, and SAT preparation opportunities				
Ensure that students and families are familiar with and actively engage and interact with Naviance as a comprehensive college and career readiness resource to help align student strengths and interests to their postsecondary goals				
Recruit and retain potential students for our PreAP/AP/dual credit courses				
Utilize AP Potential to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams				
Employ AP Vertical Teaming between middle school and high school in the Guyer Zone				
Offer additional professional development for AP teachers				
Offer parent education opportunities regarding student participation in AP program				

Offer College 101 during course request period for potential dual credit students

Send dual credit postcards/letters to eligible students who are potential dual credit students

Recruit and retain potential students for our dual credit courses

Counsel and advise student course selection to increase student enrollment and completion of coherent sequence of CTE courses

Continue organization, activity, club recruitment and engagement

Strategy's Expected Result/Impact: Overall increase in CCMR rate

Increased Pre/AP credit awarded

Increased AP exam scores

Increased college credit awarded

Decrease in students dropping PreAP/AP courses

Every student at GHS will belong to school recognized organization, activity, club

Staff Responsible for Monitoring: Teachers

Administrators

Counselors

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

Addendums

Denton Independent School District
Adkins Elementary
2020-2021 Campus Improvement Plan



Mission Statement

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.

Learn. Connect. Serve.

Vision

We believe to accomplish our mission as a staff we must be a school that:
Is open and flexible in our thinking;
Commits to professional learning in an on-going way;
Constantly evaluates our practice to assess positive learning outcomes;
Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
Supports students' leadership development at every opportunity;
Partners with parents in decision making and implementation;
Listens to feedback from all members of our learning community

Core Beliefs

In order to achieve our vision we have made the following commitments:
We will celebrate our students' learning successes.
We will provide a school environment that focuses on learning.
We will model, mentor, teach, and support one another in our professional development.
We will engage in a positive way.
We will engage in professional, open, and honest communication that is built on a foundation of trust.
We will implement a system of intervention that will promote student success.
We will honor our students efforts to serve others and our community as a whole

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dorothy P. Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world. Learn.Connect. Serve.

Adkins Elementary is located within a master-planned community with over half of their residents having a bachelor's degree or higher. This close-knit community offers a variety of activities to keep their residents connected, and this includes involved parents who love to volunteer at school. Adkins Elementary also welcomes residents from surrounding towns, including Double Oak, Copper Canyon, Bartonville, Argyle, and Flower Mound. Adkins attendance zone is the most diverse of the three elementary schools located in Lantana.

Adkins is a campus that has grown consistently over the last few years. There is a fairly balanced ratio of males/females (50.95%/49.05%). The population consists of the following ethnicities: white 71.16%, Hispanic 16.63%, Asian 5.26%, African America 5.05%, American Indian-Alaskan Native .84%, Two or More. 63%, and Hawaiian/Pacific Islander 0.42%. The school has a gifted and talented program that is 13.47%. The Economically Disadvantaged percent has steadily increased over the last 3 years. The campus is currently at 17.05% economically disadvantaged. The campus has both inclusion and self-contained special education classrooms. The campus has identified 14.53% of students with special education services. The at-risk population is at 12%.

The campus needs to implement additional interventions for at-risk students new to Adkins and due to Covid-19 school closure. We will explore a wide range of applicants in the hiring process to include diversity in the gender and ethnicities hired as staff and/or teachers on campus. We also like to include cultural celebrations into instruction, programming, and/or events to recognize the many diversities on campus.

Demographics Strengths

- Continue creating a climate and culture that is inclusive and supports students to continue the high attendance rate for all students.
- Special programs work to include all ethnicities and genders.
- Our EXPO program charts gender and ethnicity to identify all student groups for gifted and talented.
- Attendance rate is high, mobility rate is low.

Student Learning

Student Learning Summary

Based on the findings, we have a strong need to continue supporting our students in making one year's worth of growth in reading, writing, and math. This is especially true in the area of reading, as many of our students come in on-grade level at the beginning of the year. At Adkins, we need to provide more resources, training, and enrichment to ensure depth of learning for all students. Strategic goal-setting in reading, writing, and math are used, but not yet systematic. In grades K-2, teachers provide intervention for students without the support of a math interventionist. The number of ESL students continues to increase each year. The areas of Reading and Speaking are two areas of continued need of improvement.

See ELI Report, PNA Report in Addendum

Student Learning Strengths

- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Consistent use of assessment tools to determine conferring, small group lessons, and whole group lessons.
- Collaborating with PLC and vertical PLCs.
- Continuous intentional discussions to determine next steps for students.
- Collaborative goal setting with students in grade levels.

School Processes & Programs

School Processes & Programs Summary

We will continue to work on integrating AfL practices across grade levels. We are working with Teachers College Reading and Writing Project to provide continued education in Lucy Calkins Curriculum across grade levels focusing on writing. All grade levels will teach all units of studies for reading and writing so it will align together as the students move to the next grade level. We will continue to work vertically K-2 to align and look at data on how best to use the Primary Numeracy Assessment. Interventionist and specialists will be utilized to assist with assessing students in order to help form small groups.

Our staff gives Learn.Connect.Serve. Awards monthly from teacher to teacher as a way to spotlight our Adkins Motto of Learn. Connect. Serve. Awards are given during celebration meetings and shared on Seesaw as a School-Wide Announcement. We will continue to grow and recruit highly qualified, effective staff through the district screening process and our innovative interviewing process. We requested candidates perform tasks, including videoing a minilesson and working through a communication task, before we met as an interviewing committee. We provide several times throughout the year for new staff members to meet with other new staff members in order to build connections. We are also implementing a new "Buddy" program where teachers will be paired up, intentionally creating partnerships between hallways, where teachers are going to build up and support one another.

Our Adkins Campus Leadership Team will maintain an active role in decision making within the campus with input from all staff members taken into consideration. Aviator Time has been beneficial for many of the grade levels to provide intervention without pulling from Core instructional learning time. Specialists working within the the master schedule have been successful because of the collaborative planning of grade level teams and specialists. Interventions will be focused on content essentials in reading, writing, and math.

Our Seesaw Support Team comprises of teachers who are knowledgeable and passionate about helping other teachers utilize online-learning platforms for our students. We will continue to meet as a team to identify areas of learning for teachers, and provide small group learning for our teachers. We will partner with the instructional technology specialist in a more strategic manner to help individualize professional development on campus. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice.

School Processes & Programs Strengths

- High achievement in assessment results according to local data
- Workshop Model used across grade levels in Math and Language Arts
- Lucy Calkins curriculum used across grade levels in reading and writing
- Lucy Calkins UOS Phonics in grades K-1 supports the reading and writing instruction
- PNA helped K-2 know the gaps of students and is TEKS aligned. Using the tool helped with planning intervention as well as enrichment activities
- Master Schedule Collaboration

- Good use of Aviator Time and Specialist Pullouts
- Evenly Divided Membership Roles and Responsibilities for each grade level
- Communication to staff, parents, leaders, and community.
- Effective and Supportive Leadership
- Being flexible when necessary
- School is loved by the community for being about the whole child and not just STAAR scores
- Engaged staff committed to personal growth
- Shared Community values
- Students-first mentality, focused on students' needs
- CHAMPS program
- Celebration Meetings: Learn, Connect, Serve Award
- Marigold Mondays
- Be a Witness to Good. Teachers share Kudos with each other weekly in the Aviator News
- District leader in both equipment and application
- Several teacher leaders in Tech innovation
- Seesaw Support Team formed
- Access to chromebooks and iPads
- Online curriculum created and used at school and at home
- Students are able to utilize and access a variety of learning platforms

Perceptions

Perceptions Summary

Families and the community members are involved in school decisions through a variety of ways including feedback to PTA, teachers, and administrations. Parents are active school board meeting attendees and involved not only in our elementary school, but many parents are working as a volunteer and active participant at the district level.

At Adkins we have a myriad of services available to support families, community members, and students to encourage healthy family relationships: Through the counseling department, we offer class guidance lessons, groups, and individual counseling. We also offer resources for outside counseling based on the needs of the family; weekly snack packs (nutrition); Administrators/PTA send out a weekly newsletter for parents including topics about family; Nurse Kay has contacts like Lions Club for free glasses; we also have free health resources for various health needs and dental needs for students and family members; Mission Moms annual food drive; staff members provide for Christmas gifts to students through a yearly Angel Tree.

Continue to keep up purposeful communication between home and school while adding a focused effort for teachers and staff to tell Adkins Elementary's story through a variety of social media outlets, including utilizing newsletters and SeeSaw in a consistent manner across all grade levels. Explore new ways to incorporate Adkins Flight Crew (Dads Club) into our daily school routines. Explore new ways to connect with parents and community through technology. How are families and the community members involved in school decisions.

Perceptions Strengths

- High rates of involvement, volunteerism, participation in events
- Communication between home and school is very healthy
- Parent Partnerships created through Zoom meetings provides important information to parents about how students are being taught
- Adkins Learning Lab via Zoom focused on Love and Logic Principles for Positive Parenting
- Parent and Community Involvement on the CLT
- Active Dads Program, with a variety of ways for Dads to get involved
- Partnerships with local businesses to provide donations for students and teachers
- Our school partners with Mission Moms, United Way, Bridgeway Church, Lion's Club & Kiwanis Club to provide assistance when needed
- PTA supports students on Free and Reduced lunch to receive books, t-shirts, and yearbooks
- Students led initiatives to serve others in need in our community that align with our school vision of Learn, Connect and Serve.
- Staff fosters classroom environment to implement the initiatives that align with our school mission (restorative practices).
- 98% of the staff feels like our school encourages collaboration and implements policies fairly in school.
- Our campus has low number of office referrals
- Classroom community is built through restorative practices
- High Flyer Program
- Staff receiving Learn, Connect, Serve Awards
- Weekly kudos to appreciate others is in place
- Overall staff morale has increased from the previous years.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by:

- * K - 5th Grades - Reading Levels - 90% of students will have made a year's growth
- * K-2nd - ELI 90% of students ending On-level with 10% or fewer ending At-Risk
- * 3rd - 5th - 90% Ending On-Level from Reading Inventory

HB3 Goal





Evaluation Data Sources: K-2 ELI Data

DRA 3-5; Lucy Calkins UOS Reading Inventories

iStation Comprehension

Summative Evaluation: None

<p>Strategy 1: Participation of K - 5th grade literacy teachers in on-site professional development with Teachers College Reading and Writing Project as a TCWRP Project School. A staff developer from TC will join our teachers five times throughout the year to provide targeted learning for our Adkins Teachers.</p> <p>Strategy's Expected Result/Impact: Student achievement is expected to increase due to targeted small group instruction, feedback, and transference of skills. Teachers will have a deeper understanding of how to implement the Units of Study Curriculum including planning components, needed student resources, and data collection required for conferring and small group instruction.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers in grades K-5 will provide leveled-text daily guided reading for all below-level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers will utilize bi-weekly PLCs and campus planning days to identify grade-level essentials, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level scorecards.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: High-Quality Curriculum and Assessment Resources: Additional TCRWP Units of Study resources, Intervention and Extension materials such a Haggerty Phonics, Lexia CORE 5, & Thrively.</p> <p>Strategy's Expected Result/Impact: Teachers will have access to high-quality curriculum to deepen students' learning in order to provide high levels of learning for every student.</p> <p>Staff Responsible for Monitoring: Administrator, Specialists, Secretary, CLT members</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Adkins will utilize Seesaw to create a digital learning platform for PreK - 5.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Adkins Seesaw Support Team, including teachers from each grade level and administrators</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: The campus will utilize Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT, Reading Recovery Specialist, Reading Interventionist</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 2: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Writing for every student. This will be evidenced by:

- * K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric

HB3 Goal

Evaluation Data Sources: District Writing Assessments
 Beginning of the Year On-Demand Writing
 End of the Year On-Demand Writing

Summative Evaluation: None

<p>Strategy 1: Participation of K - 5th grade literacy teachers in on-site professional development with Teachers College Reading and Writing Project as a TCWRP Project School. A staff developer from TC will join our teachers five times throughout the year to provide targeted learning for our Adkins Teachers.</p> <p>Strategy's Expected Result/Impact: Student achievement is expected to increase due to targeted small group instruction, feedback, and transference of skills. Teachers will have a deeper understanding of how to implement the Units of Study Curriculum including planning components, needed student resources, and data collection required for conferring and small group instruction.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers will utilize bi-weekly PLCs and campus planning days to identify grade-level essentials, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level scorecards.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in writing.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by:





- * Kindergarten - 2nd Grades: Primary Numeracy Assessment - 90% of students ending the year "On-Level" with 10% or fewer ending at "At-Risk"
- * K-5th Grades - 90% ending year "On-Level" on District Problem Solving Assessments
- * 2nd - 5th Grades - 90% ending year on or above "Approaches" according to Imagine Math Benchmark

HB3 Goal

Evaluation Data Sources: Primary Numeracy
District Problem Solving Assessments
Imagine Math Benchmarks

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize bi-weekly PLCs and campus planning days to identify grade-level essentials, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level scorecards.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Team Leader, Math Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers will provided targeted intervention based on Primary Numeracy, formative, and summative assessment data.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Teachers in Grades K-5 will provide daily intervention in essential math standards for below-level learners.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Administrators, CLT</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: The campus will utilize the Math Interventionist to support growth in math.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth for Pre-K students. This will be evidenced by:

- * 90% of Four-year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool

Evaluation Data Sources: CLI Engage Progress Monitoring Tool
Pre-K Report Card

Summative Evaluation: None

<p>Strategy 1: Pre-K students will participate in daily Shared Reading and small groups to target individual learning goals in reading, writing, and math. Strategy's Expected Result/Impact: PreK students will be on-level and ready for Kindergarten. Staff Responsible for Monitoring: PreK Teachers, Administrators TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers will utilize PLC time to review student data and create intervention and enrichment groups. Strategy's Expected Result/Impact: PreK students will be on-level and ready for Kindergarten. Staff Responsible for Monitoring: PreK Teachers, Administrators TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culture & Climate

In pursuit of excellence, we will:





- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May 2021, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change as measured through survey data.

Evaluation Data Sources: Teacher input
 Formative Feedback
 Parent Responses
 Students and Teachers Using Rhithm App
 Panorama Data for Grade 3-4

Summative Evaluation: None

<p>Strategy 1: Staff Appreciation with monthly Learn. Connect.Serve. Awards, Staff Kudos, Staff Celebration Meetings, Staff Appreciation Events, Self-Care Bingo</p> <p>Strategy's Expected Result/Impact: Maintain and/or increase student and staff engagement by supporting social-emotional health and wellness</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Use of Rhithm app daily with teachers and students in grades 2-5 to gauge one's social-emotional health. The Rhithm app teaches self-regulation skills and provides teachers a way to identify a student's ability to access learning. Data from Rhithm provides reports in order to identify patterns and trends, not only with individual students but with the campus as a whole.</p> <p>Strategy's Expected Result/Impact: Teachers are able to instantly identify at the beginning of a day how a student is feeling and address any concerns before learning occurs. Teachers are able to ask students to "Get in Rhithm" at various points during the day if needed.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: SEBL Team (Social, Emotional, and Behavior Learning Team) created to support teachers' use of Restorative Practices and Rhithm app.</p> <p>Strategy's Expected Result/Impact: Classrooms conduct Green Circles daily, every classroom creates a Relationship Treatment Agreement for students to have ownership in the way their classroom functions.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Goal Soccer Team: Fourth and Fifth Grade students will have the opportunity to participate in our GOAL Soccer and Leadership Team.</p> <p>Strategy's Expected Result/Impact: Students learn grit, resiliency, leadership skills, and teamwork through participation on and off the soccer field.</p> <p>Staff Responsible for Monitoring: Volunteer -Teacher Coaches, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Culture Club created to bring our students together to explore the beauty of humanity. We will also be focused on teaching a growth mindset which helps students become more accepting of others.</p> <p>Strategy's Expected Result/Impact: A campus which has cultural diversity acceptance for all.</p> <p>Staff Responsible for Monitoring: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Adkins Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Hamilton	Reading Recovery Teacher		Full-Time
Hope Creech	Reading Interventionist		.5
Renee Grems	Math Interventionist		.5

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$90,000.00
1	3	4			\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$120,000.00

Addendums

Denton Independent School District
Blanton Elementary
2020-2021 Campus Improvement Plan



Board Approval Date: November 10, 2020

Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

Our Commitment

- We will develop relationships with students as the foundation for learning
- We will use data analysis to target specific areas of need
- We will utilize the Texas Essential Knowledge and Skills (TEKS) along with Denton ISD Scope and Sequence to align instruction
- We will engage in research-based staff development opportunities
- We will ensure continuous student improvement through the use of a variety of formative assessment tools
- We will meet individual needs by thinking “out of the box” and doing whatever it takes for *every* child
- We will enjoy the journey!

Building Dreams

Empowering Minds

Strengthening our Community

Blanton Elementary School

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Comprehensive Needs Assessment

Revised/Approved: May 11, 2020

Demographics

Demographics Summary

Blanton Elementary is a campus that has a consistent enrollment of about 475 students in grades K-5 for the last 4 years. It is a neighborhood school with most students living within walking distance of the campus. A Pre-K program has been added this school year which provides a unique opportunity to help the youngest students be Kindergarten ready. The Blanton Leadership Team meets regularly to analyze data in relation to campus goals, provide feedback of strengths and needs from individual teams, and implement the campus improvement plan.

The school's population consists of 11% Hispanic, 4% Asian, 5% Black/African American, 79% Caucasian, and 1% Multiple Races. 4% of the population is economically disadvantaged. The student population is stable even with additional homes built in the school's attendance zone.

Blanton has a professional staff with an average of 10 years of experience. The teaching staff at Blanton matches the school population. The Blanton Interview Committee needs to continue to seek highly qualified diverse staff members.

Blanton has implemented Restorative Practices which has aided in building community within and without individual classrooms. Behavioral referrals are minimal at our campus leading to increased learning time in the classroom. The campus has implemented two shorter recesses for all grade levels and data suggests it has helped students be more ready for learning throughout the day.

The campus needs to implement additional interventions for at risk students who are new to Blanton and due to COVID-19 closure. Additional supports and interventions will need to be intentional for students who are now at risk due to school closure.

Demographics Strengths

Blanton Elementary has a consistent population of about 500 students for the last 4 years. This has created stability for instructional interventions that can be built on each year. The economically disadvantaged rate has increased in the past year. Due to COVID-19, the number of "at risk" students has also increased leading to additional interventions and supports for students who are at risk. Restorative Practices have been implemented leading to increased relationships between students and teachers, and a sense of well-being.

The Blanton staff feel supported when transitioning to a new grade level, campus, content area. Teams are supportive of one another and eagerly welcome new members. Professional development needs are identified by the Campus Leadership Team providing support to all staff members.

Student Learning

Student Learning Summary

Based on End of Year (19-20) and Beginning of Year (20-21) assessments, the Blanton staff sees the need to continue supporting students in attaining at least one year's growth in reading, writing, and math. At-risk students are provided interventions within the classroom as well as with campus interventionists. Vertical PLCs have identified essential learning standards, and these are the main focus of interventions. Guided reading, small group work, and individual conferring have helped students to make academic gains in the past. These practices should continue to support students. Blanton does not have a designated math interventionist for the primary grades. Primary teachers work within their PLC to provide supportive interventions for math.

See BOY K-2 ELI and PNA addendum.

See BOY 3rd-5th Istation and Math addendum (for Istation Level 5 is mastery)

Student Learning Strengths

Student strengths and intervention needs are discussed with the Professional Learning Communities. The PLCs collaborate and share students to support the intervention needs. Assessment for Learning practices are used consistently to allow students to better understand the goal of the day's learning, their strengths, as well as their next steps in learning (goal-setting). Blanton's Vertical PLCs ensure alignment of essential learning standards for all students. Teachers meet regularly with small groups as well as individual conferring to support student growth.

Data indicates that Blanton students learn to develop themselves as well as the culture and climate of their classrooms. Restorative Practices and Guidance lessons from the Counselor are important tools to helping our students develop and maintain a healthy well-being.

School Processes & Programs

School Processes & Programs Summary

Blanton Elementary utilizes Interview Teams to recruit and select high-quality educators. Retaining highly qualified teachers is a priority. The use of mentors, professional development, and teacher placement based on strengths assists in teacher retention rates at Blanton.

A master schedule is developed and monitored throughout the year with the input from all staff members and the Campus Leadership Team. It includes deliberate planning for interventions and consideration of special programming to maximize learning time. Professional Learning Teams (horizontal and vertical) consistently review data to ensure curriculum is aligned and equitable for all students. Interventions are intentional with progress monitoring and goal setting. Staff are committed to Assessment for Learning strategies to ensure student success. Professional development from the Teacher's College Reading and Writing Project focusing on conferring in reading and writing in all grade levels provides support to teachers.

Several Blanton staff members are Seesaw Ambassadors. These teachers provide additional support to staff members who are utilizing Seesaw as a digital learning platform for students this school year. Along with district technology support for classroom Promethean panels, Blanton staff have assistance in engaging learners who are both Face-to-Face and Connected.

School Processes & Programs Strengths

Programs and processes at Blanton Elementary are evaluated continually by staff, administration, and the campus leadership team.

- Use of district UBD and Birds Eye View documents to plan instruction and create consistency.
- Pre-assessments and formative assessments are used often to adapt curriculum and meet the need of each child.
- Assessment for Learning strategies provide clear learning targets, student self-assessment and goal-setting.
- The use of Workshop model in all subjects allows for small group instruction/reteaching/enrichment, differentiated instruction, provides student choice, and collaboration.
- Intentional intervention time targets students academic needs.
- Collaborative decision making among staff
- Staff is student focused on the whole child: socially, emotionally, and academically
- Restorative Practices focus on building relationships with and among students.
- Professional development opportunities are planned, meaningful, and able to be implemented smoothly (including work with Teachers' College Reading and Writing Project).
- DISD Curriculum support for staff including mentoring new teachers, Lab-based professional development, and feedback.
- Technology access is 1:1 for all students.
- Seesaw Ambassadors who are staff members provide Seesaw support to colleagues
- Higher engagement rate due to implementation of technology both at home as well as on campus.
- Students can be successful independently and demonstrate understanding and learning in a multitude of technology platforms.
- Promethean panels installed in every classroom with staff support from the district.
- Administrators have open door policy for staff and all stakeholders.
- Campus Leadership team meets regularly to discuss strengths and needs.
- Regular communication between home and school has built positive and collaborative relationships.
- Consistent use of an interview team to evaluate and hire quality staff members.
- Support for new staff from teams, curriculum department, and administrators.
- MTSS team meets to provide support to at-risk learners.

Perceptions

Perceptions Summary

Parents are actively involved in many ways at Blanton Elementary which provides tremendous support for students and staff. The Watch DOG program provides mentors for students and parent volunteers support teachers through tasks such as making copies, die cuts, making class books. etc. COVID-19 protocols are restricting volunteer opportunities at the beginning of this current year, but it is expected that when those are lifted volunteer rates will be high once again.

Communication has improved between home and school and the campus believes this is a priority to continue. Trust has been established between leadership and staff through PLCs, CLT and staff meetings. Administrators publish a weekly parent newsletter highlighting campus events, student accomplishments, and various articles from staff members. Additionally, classroom teachers publish a consistent newsletter specific for their grade level. Social media and Seesaw are also utilized to keep the community informed of campus events and highlights.

Campus support is also provided for students through the campus counselor and nurse. The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling. Based on need, Blanton provides weekly snack packs (nutritional needs) and other resources to help families. The counselor and nurse also provide resources to families to help with physical needs, such as glasses, immunizations, counseling, and health needs.

Perceptions Strengths

Blanton staff and parents value the partnership that has been established between home and school. Communication is consistent with student success as the goal. Parents are eager to volunteer and support the staff in multiple ways. Students and staff are recognized through various programs (Happy Camper ticket, "Hear Ye" scrolls, Staff Bingo, Staff Shout Outs, PTA recognition) which leads to feelings of well-being and pride in school/job on the part of both staff and students. Enthusiasm among staff and students continues. Staff are involved with campus decisions leading to ownership of the mission and vision of the school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May 2021, Blanton Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by:

K - 2nd Grade - ELI - 90% of students will be "on-level" with 10% or fewer "at risk".

3-5 - Individual Reading Inventory - 90% of students will end the year reading "on-level".

HB3 Goal

Evaluation Data Sources: Individual Reading Inventory ~ IRI

Early Literacy Inventory ~ ELI





Istation Comprehension

Unit of Study Reading Assessments

Summative Evaluation: None

<p>Strategy 1: Participation as a Project School with Teacher's College Reading/Writing Project with K-5 teachers and specialists.</p> <p>Strategy's Expected Result/Impact: Student achievement is expected to increase through targeted small group instruction, one on one conferring, and transference of skills. Teachers will have a deeper understanding of the planning components, needed student resources, and data collection required for conferring and small group instruction.</p> <p>Staff Responsible for Monitoring: Reading Recovery Specialist, Reading Specialist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers, specialists, and administrators will utilize PLC meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: The campus will utilize Seesaw and Microsoft Teams as digital learning platforms.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: The campus will utilize the Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Recovery Specialist and 1/2 Time Reading Interventionist - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children "on level" by May 2021</p> <p>Strategy's Expected Result/Impact: Students at "progressing" or "on-level" in Reading by May 2021.</p> <p>Staff Responsible for Monitoring: Kindergarten, 1st Grade, 2nd Grade, Reading Recovery teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 8: Continued learning and awareness for all learners. Strategy's Expected Result/Impact: Increased student engagement and achievement. Staff Responsible for Monitoring: Classroom teachers, specialists, counselor TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: Blanton Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by:

K - 2nd Grade - Primary Numeracy - 90% of students will be end the year "Ready" with 10% or fewer ending "At-Risk".

2nd - 5th Grades - Imagine Math - 90% of students will end the year on or above "approaches" as evidenced by Imagine Math.





K - 5th Grades - 90% of students will end the year "On Level" on district problem solving assessments.

HB3 Goal

Evaluation Data Sources: Imagine Math Benchmark, Primary Numeracy, District Problem Solving Assessments

Summative Evaluation: None

<p>Strategy 1: Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners. Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth. Staff Responsible for Monitoring: Math Interventionist, CLT representatives TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers will utilize PLCs meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning. Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth. Staff Responsible for Monitoring: Math Interventionist, CLT representatives, Administration TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: The campus will utilize Seesaw and WebEx as digital learning platforms.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: The campus will utilize the Math Interventionist to support growth in math.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 1/2 Time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: K-2 teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments.</p> <p>Strategy's Expected Result/Impact: Students will be "on-level" according to the Primary Numeracy End of Year Assessment.</p> <p>Staff Responsible for Monitoring: Kindergarten, 1st Grade, 2nd Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By May 2021, Blanton Elementary will focus on ensuring at least one year's growth in Reading for every Pre-K student. This will be evidenced by 90% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Pre-K students will participate in daily Shared Reading. Strategy's Expected Result/Impact: Students will understand concepts of print, letter recognition, and letter sounds. Staff Responsible for Monitoring: None TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Pre-K teacher will provide students with daily writing opportunities. Strategy's Expected Result/Impact: Students will be able to write stories, pictures, letters, and words to tell a story. Staff Responsible for Monitoring: None TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 4: Blanton Elementary School will focus on ensuring at least one year's growth in Writing for every student. This will be evidenced by:

K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric.

HB3 Goal

Evaluation Data Sources: District Writing rubrics
On Demand Writing Assessments at BOY, MOY, and EOY

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p>Staff Responsible for Monitoring: CLT representatives and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p>Staff Responsible for Monitoring: CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May 2021, the staff and community of Blanton Elementary will maintain and/or increase engagement.

Evaluation Data Sources: Teacher input, formative feedback, parent responses

Summative Evaluation: None

Strategy 1: Blanton will increase engagement and appreciation by: Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care Bingo, Staff Celebrations Strategy's Expected Result/Impact: Maintain and/or increase engagement Staff Responsible for Monitoring: Administration and Counselor	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Blanton Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonnie Bynum	Reading Recovery		Full Time
Christopher Ryal	Reading and Math Interventionist		Full Time

Campus Funding Summary

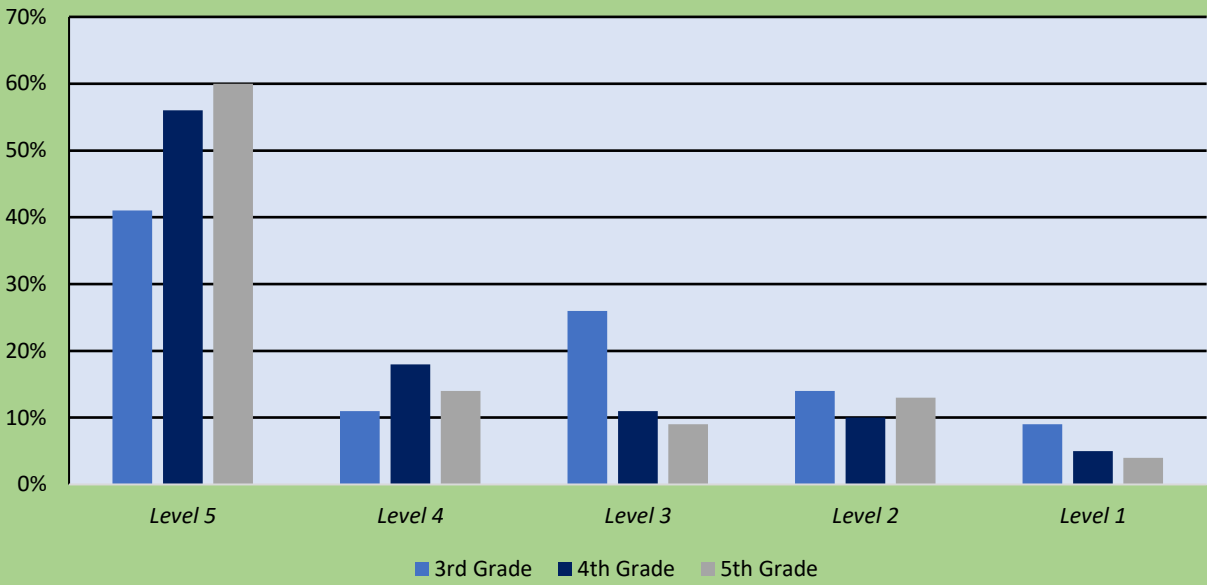
State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Reading Recovery Specialist and 1/2 Time Reading Interventionist		\$90,000.00
1	2	5	1/2 Time Math Interventionist		\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$120,000.00

Addendums

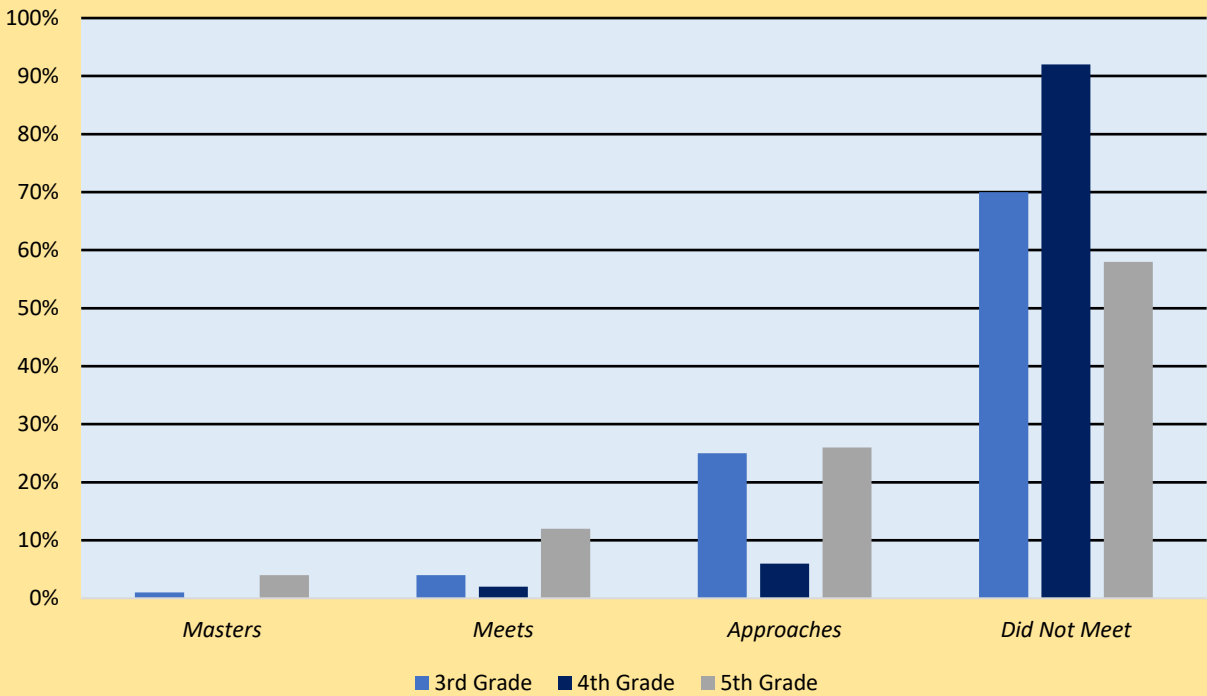
Kindergarten BOY Primary Numeracy	Total Students	Overall		
		At Risk	Progressing	On Level
Blanton ES	62	0%	1.61%	98.39%
Economic Disadvantage	4	0%	0%	100%
Asian	1	0%	0%	100%
Black/African American	3	0%	0%	100%
Hispanic	6	0%	0%	100%
Two or More Races	2	0%	0%	100%
White	50	0%	2%	98%
Special Ed Indicator	3	0%	0%	100%
1st Grade BOY Primary Numeracy	Total Students	Overall		
		At Risk	Progressing	On Level
Blanton ES	75	9.33%	22.67%	68%
Economic Disadvantage	3	66.67%	33.33%	0%
Asian	7	14.29%	0%	85.71%
Black/African American	3	33.33%	0%	66.67%
Hispanic	8	25%	50%	25%
Two or More Races	1	100%	0%	0%
White	56	3.57%	23.21%	73.21%
Special Ed Indicator	2	50%	50%	0%
Special Ed Indicator	5	20%	40%	40%
2nd Grade BOY Primary Numeracy	Total Students	Overall		
		At Risk	Progressing	On Level
Blanton ES	78	43.59%	30.77%	25.64%
Economic Disadvantage	3	66.67%	33.33%	0%
Asian	2	0%	50%	50%
Black/African American	3	66.67%	33.33%	0%
Hispanic	11	54.55%	27.27%	18.18%
White	62	41.94%	30.65%	27.42%
LEP	4	75%	25%	0%
Special Ed Indicator	10	60%	40%	0%

Kindergarten BOY ELI	Total Students	Overall		
		Beginning	Developing	Meets Standard
Blanton ES	64	3.12%	31.25%	65.62%
Economic Disadvantage	4	0%	50%	50%
Asian	1	0%	0%	100%
Black/African American	3	0%	0%	100%
Hispanic	6	0%	16.67%	83.33%
Two or More Races	2	50%	0%	50%
White	52	1.92%	36.54%	61.54%
Special Ed Indicator	3	0%	66.67%	33.33%
1st Grade BOY ELI	Total Students	Overall		
		Beginning	Developing	Meets Standard
Blanton ES	75	6.67%	38.67%	54.67%
Economic Disadvantage	3	0%	66.67%	33.33%
Asian	7	0%	28.57%	71.43%
Black/African American	3	0%	33.33%	66.67%
Hispanic	8	0%	50%	50%
Two or More Races	1	100%	0%	0%
White	56	7.14%	39.29%	53.57%
LEP	2	0%	50%	50%
Special Ed Indicator	5	0%	40%	60%
2nd Grade BOY ELI	Total Students	Overall		
		Beginning	Developing	Meets Standard
Blanton ES	80	6.25%	65%	28.75%
Economic Disadvantage	3	33.33%	33.33%	33.33%
Asian	2	0%	50%	50%
Black/African American	3	0%	100%	0%
Hispanic	11	9.09%	63.64%	27.27%
White	64	6.25%	64.06%	29.69%
LEP	4	0%	100%	0%
Special Ed Indicator	10	30%	50%	20%

BOY IStation Comprehension



BOY Imagine Math



Denton Independent School District
Crownover Middle School
2020-2021 Campus Improvement Plan



Mission Statement

At Ronny Crownover Middle School, we are committed to providing a positive and safe learning environment that encourages students to become lifelong learners. We strive to partner with parents to model and teacher leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse population.

Vision

Dedicated to Students-Committed to Excellence

School Values

GRIT

G=Growth Mindset

R=Respect through Relationships

I=Involvement through Service

T=Time to Achieve

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Priorities:

- RCMS will continue to seek current professional development and programs that assist staff in meeting the academic, behavioral and social/emotional needs of our growing diverse population.
- RCMS will continue to develop campus-wide best practices through the use of Positive Behavior Support Systems to assist students as identified in need of additional support in academics and behavior.
- Continue to build close community relations with local businesses and community stakeholders.
- Continue campus-level new teacher mentor support program.
- Implementation of the Coalition Team to provide increased teacher and student voice.

Demographics Strengths

Strengths:

- 97.1 attendance rate.
- 21% of the staff holds a master's degree.
- 38.3% of the staff has 10+ years of experience.
- Teacher feedback indicates campus developed 1st-year teacher academy well perceived and provided on-going teacher support.
- Continue to show a decrease in discipline incidents.

Student Learning

Student Learning Summary

Priorities:

- RCMS will continue to utilize and monitor Professional Learning Community (PLC) processes to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a "Meets" and "Masters" level performance as measured by state assessments.
- Continue development and implementation of the Lucy Calkins Workshop model and Assessment For Learning strategies implementation utilizing learning targets, effective feedback, goal-setting, and differentiation to improve individual student progress in the area of literacy.
- Continue to support English Language Learner support through intentional and individualized support.
- Continue to utilize Achieve 3000 (Reading support) and IXL (Math support) to decrease the achievement gap between special populations within campus achievement scores.
- Targeted assistance will be provided during content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence in student mastery.
- Continue to focus on the increase of the "Student Progress" measure as determined by the State Accountability Report Card.

See addendums for Texas Academic Performance Report (TAPR).

Student Learning Strengths

Strengths:

- Increased common assessment scores in ELAR, Math, Science, and Social Studies.
- Increased STAAR performance scores as indicated by the Texas Academic Performance Report (TAPR).
- Increased student participation and performance in Writing as evidence in student writing samples.
- RCMS remains a "Met Standard" campus.
- RCMS earned an overall letter grade of a B from the 2018-19 State Report Card.
- RCMS earned a letter grade of an A in the area of student achievement.

School Processes & Programs

School Processes & Programs Summary

Priorities:

- RCMS will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff.
- RCMS staff will continue to build upon prior years' improvement of a timely and consistent feedback loop involving all stakeholders. Such practices are established through the implementation of the Coalition Team.
- Increase awareness of online anonymous reporting for bullying, harassment, and violence.
- Continue to utilize positive reinforcement through positive office referrals submitted by staff members.
- RCMS will continue to implement a campus-level new teacher mentor program to ensure a high level of campus support and increased teacher retention.
- RCMS will utilize Professional Learning Community (PLC) process to ensure lesson development addresses students' needs, as well as, focus on instructional rigor level satisfying a "Meets" and "Masters" student proficiency level as measured by state assessments.
- RCMS will continue to focus on instructional technology professional development that supports a 2:1 Chromebook D-TEK implementation, instructional use of Promethean boards, and increase student 21st-century skills.

School Processes & Programs Strengths

Strengths:

- Strong PTA involvement.
- RCMS has established strong community partnerships with local business partners.
- Well-developed community-based mental health support systems established.
- Teacher representation for TCC, EIC, Team, and Department leader meetings.
- Parents believe that teachers hold a strong belief in high learning standards, clean school, and collaborative communication.
- Chromebook implementation of 2:1 in all Core contents with an additional Chromebook cart for each grade level team.
- Improved implementation of CORE teacher collaborative room.

Perceptions

Perceptions Summary

Priorities:

- Increase awareness of online anonymous reporting systems for bullying and possible crime reporting.
- Continue collaboration with PALs program in conjunction with Guyer High School students.
- Continue adult to student mentorship to improve a student connectedness.
- Continue weekly character building promotion through student announcements, lunch games, and campus lessons prescribed during the intervention schedule.
- Continue to offer after school clubs.
- Continue to offer positive office referral.
- Continue to improve in the area of communication and community involvement for students, parents, and staff as seen through the campus website, weekly campus community newsletter, and RCMS Twitter and Facebook.

Perceptions Strengths

Strengths:

- The majority of students (over 82%) feel safe as determined from the past two years of data provided from campus surveys.
- 89.6% of students and parents feel that rules are reinforced while over 72% of the students feel that an adult at RCMS cares when the student is absent.
- Over 91% of the students feel friendships and positive peer relationships are encouraged on campus.
- Over 83% of new students feel that RCMS is a friendly and welcoming environment.
- Students feel they are encouraged to learn skills such as empathy, decision making, problem-solving, communication, and conflict resolution.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:








- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Improve student achievement in each grade level, content area, and special populations by 5% as measured by state assessments.

Evaluation Data Sources: STAAR Assessments
EOC- Algebra 1 Assessment

Summative Evaluation: None

<p>Strategy 1: All core content teachers will participate in weekly CORE time (departmental PLCs) to develop common lesson plans to ensure vertical and horizontal alignment through the use of the 5E lesson planning model.</p> <p>Strategy's Expected Result/Impact: Student work, common formative assessments, and common summative assessments.</p> <p>Staff Responsible for Monitoring: Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all CORE classes to reduce the achievement gap while focusing specifically on special education student performance in reading.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by reeducating the number of students on MTSS Tier 2 and Tier 3 targeted lists.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, DMTSS campus team, CORE content teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: ELAR teachers will utilize Lucy Calkins Workshop model to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p>Staff Responsible for Monitoring: Administration and ELAR teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gap in math for all students as measured by TAPR, common assessments, and campus scorecard.</p> <p>Staff Responsible for Monitoring: Administration, Math Department Chair, and Math teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Ongoing before and after school tutoring offered by individual core content teachers specifically targeting sub-pops not meeting standard on Reading and Math STAAR as determined by previous years' Systems Safeguards.</p> <p>Strategy's Expected Result/Impact: Increase students' grades and student performance in 6-8th grade STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, ELAR, Math, Science, and Social Studies teachers.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning










In pursuit of excellence, we will:











- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: Improve student progress (Index #2) by 5 points as measured on the State Report Card.

Evaluation Data Sources: State Report Card (TAPR)

Summative Evaluation: None

<p>Strategy 1: Implementation of the DMTSS (Denton Multi-Tiered Support System) team to monitor student academic and behavioral progress.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students listed on Tier 2 and 3 Intervention lists and increase student progress by 5 points as measured on the State Report Card.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, DMTSS Team, Interventionists, and Core teachers.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 2: Implementation of BOY, MOY, and EOY progress monitoring tool (Campus Scorecard) in Reading and Math for 6th, 7th, and 8th grade.</p> <p>Strategy's Expected Result/Impact: Analysis of students' performance data using Campus Scorecard. Monitoring will result in improved STAAR performance.</p> <p>Staff Responsible for Monitoring: Administration, ELAR and Math teachers.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 3: 6th, 7th, and 8th-grade students will utilize MAP testing as the Universal screener to determine individual student's reading progress.</p> <p>Strategy's Expected Result/Impact: Analysis of student performance data to improve STAAR performance as measured on 6-8th-grade STAAR Reading and Writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, ELAR teachers, and Distance Learning Specialist personnel.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

<p>Strategy 4: Implementation of Achieve 3000 online course for identified students showing significant gaps in ELAR progress in addition to primary ELAR course.</p> <p>Strategy's Expected Result/Impact: Improved student Lexile score as deemed per grade-level and improved student achievement in 6-8th-grade Reading and Writing STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, and ELAR teachers.</p> <p>Funding Sources: Nancee Taylor - State Compensatory Education (SCE) - \$60,000</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 5: Implementation of IXL in 6-8th grade math classes to support students identified showing gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Improved students' grades and improved student achievement as measured by 6-8th-grade Math STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration and Math teachers.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: . Culture & Climate










In pursuit of excellence, we will:








- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Improve student and staff recognition and communication by 5% as measured by campus and district engagement surveys.

Evaluation Data Sources: District employee engagement survey, district community survey, and campus developed surveys.

Summative Evaluation: None

<p>Strategy 1: Continuation of the Parham Pages, staff communication memo. Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop. Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p>	Reviews			
<p>Strategy 2: Use of in-school announcements, school messenger, and campus website and calendar. Strategy's Expected Result/Impact: Continue to improve effective and timely feedback to support district-level communication. Staff Responsible for Monitoring: Administration and campus personnel.</p>	Formative			Summative
<p>Strategy 3: Implementation of Campus Culture Team. Strategy's Expected Result/Impact: Increase and improve teacher input, voice, and feedback as measured by the campus-level decision-making process. Staff Responsible for Monitoring: Principal and Campus Culture Team.</p>	Dec 	Mar 	May 	May
<p>Strategy 2: Use of in-school announcements, school messenger, and campus website and calendar. Strategy's Expected Result/Impact: Continue to improve effective and timely feedback to support district-level communication. Staff Responsible for Monitoring: Administration and campus personnel.</p>	Reviews			
<p>Strategy 3: Implementation of Campus Culture Team. Strategy's Expected Result/Impact: Increase and improve teacher input, voice, and feedback as measured by the campus-level decision-making process. Staff Responsible for Monitoring: Principal and Campus Culture Team.</p>	Formative			Summative
<p>Strategy 1: Continuation of the Parham Pages, staff communication memo. Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop. Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p>	Dec 	Mar 	May 	May
<p>Strategy 3: Implementation of Campus Culture Team. Strategy's Expected Result/Impact: Increase and improve teacher input, voice, and feedback as measured by the campus-level decision-making process. Staff Responsible for Monitoring: Principal and Campus Culture Team.</p>	Reviews			
<p>Strategy 2: Use of in-school announcements, school messenger, and campus website and calendar. Strategy's Expected Result/Impact: Continue to improve effective and timely feedback to support district-level communication. Staff Responsible for Monitoring: Administration and campus personnel.</p>	Formative			Summative
<p>Strategy 3: Implementation of Campus Culture Team. Strategy's Expected Result/Impact: Increase and improve teacher input, voice, and feedback as measured by the campus-level decision-making process. Staff Responsible for Monitoring: Principal and Campus Culture Team.</p>	Dec 	Mar 	May 	May

<p>Strategy 4: Implementation of online campus suggestion google form.</p> <p>Strategy's Expected Result/Impact: Increase and support teacher input, voice, and decision-making for the campus-based decision-making process.</p> <p>Staff Responsible for Monitoring: Administration, Administrative interns, and Campus Culture Team.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: . Culture & Climate










In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community


Performance Objective 2: Improve community involvement and communication by 5% as measured by campus and district engagement surveys.


Evaluation Data Sources: District employee engagement survey, district community survey, and campus developed surveys.

Summative Evaluation: None

<p>Strategy 1: Implementation of Cowboy-Round-Up, parent communication memo.</p> <p>Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve community feedback and communication loop.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 2: Use of Facebook, Twitter, and Instagram social media tools to effectively implement community and campus communication and recognition.</p> <p>Strategy's Expected Result/Impact: Improve campus and community culture and climate supporting teacher's perception of recognition and support.</p> <p>Staff Responsible for Monitoring: Administration and Counseling Team.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 3: Continue the counselor quarterly newsletter.</p> <p>Strategy's Expected Result/Impact: Improve parent communication and support while providing essential tools for 6-8th-grade academic planning and social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal and Counselors.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Charlene Parham	Principal
Administrator	Cononya Owens	Assistant Principal
Classroom Teacher	Reagan Glenn	Math Teacher
Classroom Teacher	MaryKate Davis	CTE Teacher
Classroom Teacher	Erin Smithers	Social Studies Teacher
Classroom Teacher	Samantha Lara	Special Education Teacher
Classroom Teacher	Casey Khoury	Science Teacher
Paraprofessional	Colleen Woods	Principal Secretary
Administrator	Joe Fritz	Assistant Principal
Community Representative	LaQuita Harmon	Business Representative
Classroom Teacher	Amanda McClung	Administrative Intern
Community Representative	Carolyn Taylor	Parent Representative
Non-classroom Professional	Nikea Basher	Counselor

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Nancee Taylor		\$60,000.00
Sub-Total					\$60,000.00
Grand Total					\$60,000.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CROWNOVER MIDDLE**

Campus Number: **061901041**

2019 Accountability Rating: **B**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 6 Reading

At Approaches Grade Level or Above	2019	68%	74%	85%	76%	78%	90%	100%	92%	-	91%	40%	91%	86%	83%	78%	72%
	2018	69%	76%	89%	93%	78%	93%	*	100%	-	89%	63%	91%	90%	87%	75%	74%
At Meets Grade Level or Above	2019	37%	43%	52%	36%	42%	58%	40%	62%	-	82%	28%	45%	56%	41%	31%	31%
	2018	39%	45%	58%	64%	46%	60%	*	86%	-	78%	31%	64%	59%	54%	39%	37%
At Masters Grade Level	2019	18%	20%	24%	18%	12%	27%	20%	38%	-	55%	12%	27%	25%	19%	11%	10%
	2018	19%	21%	28%	36%	21%	28%	*	71%	-	33%	19%	9%	29%	25%	14%	11%

Grade 6 Mathematics

At Approaches Grade Level or Above	2019	81%	83%	91%	85%	83%	95%	100%	100%	-	90%	60%	100%	92%	86%	78%	79%
	2018	77%	80%	89%	83%	84%	91%	*	100%	-	100%	67%	92%	89%	89%	86%	88%
At Meets Grade Level or Above	2019	47%	46%	55%	48%	43%	59%	60%	85%	-	50%	32%	27%	59%	41%	33%	41%
	2018	44%	45%	57%	53%	47%	60%	*	100%	-	78%	25%	75%	57%	56%	40%	41%
At Masters Grade Level	2019	21%	19%	27%	18%	22%	29%	0%	62%	-	30%	24%	9%	29%	23%	9%	18%
	2018	18%	17%	24%	23%	19%	24%	*	86%	-	11%	13%	33%	25%	20%	12%	13%

Grade 7 Reading

At Approaches Grade Level or Above	2019	76%	81%	87%	74%	80%	91%	80%	100%	-	90%	41%	85%	87%	85%	69%	73%
	2018	74%	82%	94%	89%	91%	94%	*	100%	*	100%	77%	100%	95%	89%	82%	83%
At Meets Grade Level or Above	2019	49%	56%	61%	57%	46%	67%	80%	67%	-	70%	11%	62%	63%	55%	43%	38%
	2018	48%	56%	70%	68%	58%	74%	*	82%	*	56%	54%	100%	73%	61%	51%	48%
At Masters Grade Level	2019	29%	34%	41%	43%	31%	44%	20%	67%	-	60%	11%	46%	44%	32%	23%	22%
	2018	29%	35%	47%	26%	34%	52%	*	55%	*	44%	27%	44%	52%	26%	32%	28%

Grade 7 Mathematics

At Approaches Grade Level or Above	2019	75%	80%	86%	71%	78%	92%	80%	92%	-	91%	15%	92%	88%	80%	71%	76%
	2018	72%	79%	88%	79%	80%	91%	*	89%	*	90%	64%	100%	90%	80%	73%	73%
At Meets Grade Level or Above	2019	43%	48%	61%	46%	53%	66%	40%	92%	-	64%	8%	77%	61%	60%	45%	46%
	2018	40%	49%	63%	32%	49%	69%	*	89%	*	60%	33%	80%	67%	51%	39%	42%
At Masters Grade Level	2019	17%	19%	29%	31%	24%	27%	20%	75%	-	45%	4%	23%	31%	23%	14%	19%
	2018	18%	23%	28%	11%	20%	31%	*	56%	*	30%	19%	10%	31%	17%	13%	21%

Grade 7 Writing

At Approaches Grade Level or Above	2019	70%	76%	81%	66%	74%	87%	80%	92%	-	70%	22%	77%	81%	80%	64%	68%
	2018	69%	75%	87%	84%	84%	88%	*	91%	*	80%	66%	80%	88%	81%	75%	71%
At Meets Grade Level or Above	2019	42%	49%	58%	49%	41%	67%	80%	67%	-	40%	11%	54%	59%	51%	39%	32%
	2018	43%	51%	65%	53%	62%	67%	*	64%	*	60%	41%	50%	68%	55%	43%	45%
At Masters Grade Level	2019	18%	21%	27%	23%	20%	30%	40%	42%	-	20%	7%	15%	28%	22%	12%	11%
	2018	15%	16%	20%	11%	20%	20%	*	27%	*	20%	16%	10%	23%	9%	12%	23%

Grade 8 Reading^

At Approaches Grade Level or Above	2019	86%	90%	95%	87%	93%	96%	*	92%	*	100%	82%	100%	97%	88%	85%	79%
	2018	86%	91%	97%	97%	96%	97%	*	100%	*	*	47%	100%	97%	98%	94%	93%
At Meets Grade Level or Above	2019	55%	60%	74%	57%	68%	79%	*	69%	*	63%	33%	77%	78%	60%	54%	52%
	2018	49%	59%	72%	73%	67%	74%	*	64%	*	*	7%	60%	73%	67%	62%	54%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Masters Grade Level	2019	28%	33%	41%	35%	35%	45%	*	31%	*	25%	15%	31%	44%	32%	22%	15%	
	2018	27%	34%	43%	39%	34%	47%	*	36%	*	*	0%	20%	46%	29%	35%	21%	
Grade 8 Mathematics ^A																		
At Approaches Grade Level or Above	2019	88%	89%	95%	95%	97%	95%	*	100%	*	75%	73%	100%	96%	93%	92%	90%	
	2018	86%	90%	94%	88%	93%	95%	*	100%	-	*	47%	*	94%	92%	87%	88%	
At Meets Grade Level or Above	2019	57%	56%	71%	71%	67%	74%	*	63%	*	63%	20%	83%	71%	71%	59%	52%	
	2018	51%	54%	63%	48%	55%	70%	*	56%	-	*	13%	*	67%	44%	52%	58%	
At Masters Grade Level	2019	17%	16%	26%	10%	24%	29%	*	25%	*	13%	10%	17%	29%	17%	15%	13%	
	2018	15%	17%	21%	16%	20%	23%	*	22%	-	*	0%	*	23%	13%	19%	12%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	84%	93%	91%	90%	94%	*	92%	*	88%	73%	92%	93%	93%	84%	76%	
	2018	76%	80%	83%	70%	69%	91%	*	87%	*	*	25%	80%	84%	76%	67%	58%	
At Meets Grade Level or Above	2019	51%	56%	64%	61%	49%	69%	*	62%	*	50%	36%	54%	66%	58%	41%	27%	
	2018	52%	59%	61%	45%	56%	65%	*	73%	*	*	10%	60%	63%	51%	45%	42%	
At Masters Grade Level	2019	25%	29%	33%	9%	21%	40%	*	38%	*	0%	18%	23%	37%	19%	8%	12%	
	2018	28%	35%	37%	24%	31%	41%	*	47%	*	*	0%	20%	38%	33%	25%	23%	
Grade 8 Social Studies																		
At Approaches Grade Level or Above	2019	69%	71%	86%	87%	73%	90%	*	85%	*	88%	61%	100%	86%	85%	68%	52%	
	2018	65%	70%	85%	84%	78%	87%	*	87%	*	*	21%	80%	87%	76%	70%	65%	
At Meets Grade Level or Above	2019	37%	38%	57%	52%	44%	63%	*	62%	*	38%	33%	54%	59%	53%	38%	21%	
	2018	36%	40%	65%	59%	57%	70%	*	60%	*	*	11%	40%	68%	52%	45%	45%	
At Masters Grade Level	2019	21%	23%	39%	30%	30%	44%	*	38%	*	13%	24%	38%	41%	30%	20%	12%	
	2018	21%	23%	45%	41%	38%	48%	*	53%	*	*	0%	0%	48%	31%	29%	29%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	86%	100%	*	100%	100%	*	100%	-	-	*	*	100%	*	100%	*	
	2018	83%	85%	100%	100%	100%	100%	-	100%	*	-	-	*	100%	100%	100%	100%	
At Meets Grade Level or Above	2019	61%	64%	100%	*	100%	100%	*	100%	-	-	*	*	100%	*	100%	*	
	2018	55%	59%	97%	100%	92%	98%	-	100%	*	-	-	*	98%	92%	100%	100%	
At Masters Grade Level	2019	37%	42%	85%	*	89%	86%	*	100%	-	-	*	*	84%	*	67%	*	
	2018	32%	35%	74%	71%	69%	75%	-	75%	*	-	-	*	80%	46%	64%	80%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	81%	89%	80%	83%	93%	92%	94%	*	87%	54%	93%	90%	86%	77%	74%	
	2018	77%	81%	90%	86%	83%	92%	83%	94%	100%	92%	56%	90%	91%	85%	79%	77%	
At Meets Grade Level or Above	2019	50%	54%	62%	52%	50%	68%	73%	71%	*	58%	25%	60%	64%	54%	43%	38%	
	2018	48%	53%	65%	57%	56%	68%	54%	75%	86%	66%	28%	68%	67%	56%	47%	47%	
At Masters Grade Level	2019	24%	26%	33%	25%	25%	37%	32%	49%	*	31%	16%	27%	36%	24%	15%	15%	
	2018	22%	24%	34%	28%	27%	36%	29%	50%	57%	32%	12%	20%	36%	23%	22%	21%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	78%	89%	78%	83%	93%	92%	95%	*	93%	56%	92%	90%	85%	77%	74%	
	2018	74%	79%	93%	94%	88%	95%	100%	100%	*	95%	65%	96%	94%	91%	83%	83%	
At Meets Grade Level or Above	2019	48%	52%	62%	49%	51%	68%	69%	66%	*	72%	25%	62%	66%	52%	43%	39%	
	2018	46%	52%	66%	69%	57%	69%	50%	75%	*	67%	35%	76%	68%	60%	50%	46%	
At Masters Grade Level	2019	21%	24%	35%	32%	26%	39%	23%	45%	*	48%	13%	35%	38%	27%	19%	16%	
	2018	19%	22%	39%	35%	29%	42%	38%	50%	*	43%	18%	24%	42%	26%	27%	20%	

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 955
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CROWNOVER MIDDLE
Campus Number: 061901041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	91%	82%	86%	95%	92%	97%	*	86%	53%	97%	92%	87%	81%	82%
	2018	81%	84%	91%	85%	86%	93%	78%	97%	*	95%	61%	92%	92%	87%	83%	83%
At Meets Grade Level or Above	2019	52%	55%	64%	54%	55%	69%	62%	84%	*	59%	24%	65%	66%	57%	47%	47%
	2018	50%	53%	64%	51%	53%	68%	56%	85%	*	68%	27%	73%	66%	54%	46%	49%
At Masters Grade Level	2019	26%	29%	31%	22%	26%	33%	23%	63%	*	31%	16%	19%	34%	22%	14%	18%
	2018	24%	25%	28%	22%	23%	30%	22%	58%	*	23%	13%	23%	31%	19%	17%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	81%	66%	74%	87%	80%	92%	-	70%	22%	77%	81%	80%	64%	68%
	2018	66%	72%	87%	84%	84%	88%	*	91%	*	80%	66%	80%	88%	81%	75%	71%
At Meets Grade Level or Above	2019	38%	44%	58%	49%	41%	67%	80%	67%	-	40%	11%	54%	59%	51%	39%	32%
	2018	41%	48%	65%	53%	62%	67%	*	64%	*	60%	41%	50%	68%	55%	43%	45%
At Masters Grade Level	2019	14%	17%	27%	23%	20%	30%	40%	42%	-	20%	7%	15%	28%	22%	12%	11%
	2018	13%	14%	20%	11%	20%	20%	*	27%	*	20%	16%	10%	23%	9%	12%	23%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	93%	91%	90%	94%	*	92%	*	88%	73%	92%	93%	93%	84%	76%
	2018	80%	83%	83%	70%	69%	91%	*	87%	*	*	25%	80%	84%	76%	67%	58%
At Meets Grade Level or Above	2019	54%	58%	64%	61%	49%	69%	*	62%	*	50%	36%	54%	66%	58%	41%	27%
	2018	51%	55%	61%	45%	56%	65%	*	73%	*	*	10%	60%	63%	51%	45%	42%
At Masters Grade Level	2019	25%	27%	33%	9%	21%	40%	*	38%	*	0%	18%	23%	37%	19%	8%	12%
	2018	23%	26%	37%	24%	31%	41%	*	47%	*	*	0%	20%	38%	33%	25%	23%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	86%	87%	73%	90%	*	85%	*	88%	61%	100%	86%	85%	68%	52%
	2018	78%	81%	85%	84%	78%	87%	*	87%	*	*	21%	80%	87%	76%	70%	65%
At Meets Grade Level or Above	2019	55%	56%	57%	52%	44%	63%	*	62%	*	38%	33%	54%	59%	53%	38%	21%
	2018	53%	56%	65%	59%	57%	70%	*	60%	*	*	11%	40%	68%	52%	45%	45%
At Masters Grade Level	2019	33%	34%	39%	30%	30%	44%	*	38%	*	13%	24%	38%	41%	30%	20%	12%
	2018	31%	33%	45%	41%	38%	48%	*	53%	*	*	0%	0%	48%	31%	29%	29%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 955
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CROWNOVER MIDDLE
Campus Number: 061901041

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	50	38	41	52	80	73	-	73	43	50	52	45	43	41
	2018	47	50	60	63	59	60	*	71	-	50	56	73	63	47	55	63
Grade 6 Mathematics	2019	54	47	53	48	41	60	40	81	-	30	52	59	57	43	34	37
	2018	56	48	56	57	53	57	*	100	-	50	56	71	55	61	50	53
Grade 7 ELA/Reading	2019	77	79	79	71	79	78	100	91	-	85	60	88	79	76	70	77
	2018	76	79	80	84	86	79	*	82	*	78	80	83	81	78	78	88
Grade 7 Mathematics	2019	62	66	73	66	72	74	100	86	-	73	31	77	73	75	64	59
	2018	67	70	68	50	63	71	*	78	*	70	71	90	70	61	57	70
Grade 8 ELA/Reading	2019	77	76	75	73	77	75	*	73	*	63	81	69	76	70	71	73
	2018	79	80	82	89	81	80	*	82	*	*	61	80	82	79	91	80
Grade 8 Mathematics	2019	82	82	86	93	88	87	*	71	*	69	84	88	86	87	89	90
	2018	81	81	71	83	73	68	*	69	-	*	60	*	71	71	74	80
End of Course Algebra I	2019	75	77	91	*	89	92	*	100	-	-	*	*	90	*	67	*
	2018	72	73	86	86	85	86	-	88	*	-	-	*	92	62	73	80
All Grades Both Subjects	2019	69	70	70	62	66	72	79	81	*	66	62	73	71	65	61	62
	2018	69	70	70	72	68	70	47	81	*	65	66	76	71	65	67	72
All Grades ELA/Reading	2019	68	69	68	60	65	69	81	78	*	74	64	70	69	62	61	63
	2018	69	70	74	79	74	73	57	80	*	67	68	78	75	67	74	77
All Grades Mathematics	2019	70	72	71	65	66	74	77	83	*	57	60	76	72	67	62	61
	2018	70	70	66	66	63	67	38	83	*	64	64	75	67	63	60	67

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	45%	47%	17%	44%	57%	*	80%	-	*	28%	37%	36%
	2018	38%	45%	70%	67%	68%	69%	*	*	-	*	46%	61%	62%
Mathematics	2019	45%	50%	56%	38%	53%	67%	*	*	-	*	39%	56%	53%
	2018	47%	53%	53%	54%	36%	58%	-	*	-	*	28%	48%	39%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	83%	92%	83%	92%	94%	*	92%	*	88%	69%	82%	57%
Students Requiring Accelerated Instruction														
	2019	22%	17%	8%	17%	8%	6%	*	8%	*	13%	31%	18%	43%
STAAR Cumulative Met Standard														
	2019	85%	89%	95%	87%	93%	96%	*	92%	*	100%	81%	85%	62%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	92%	86%	90%	94%	*	100%	*	75%	66%	85%	76%
Students Requiring Accelerated Instruction														
	2019	18%	16%	8%	14%	10%	6%	*	0%	*	25%	34%	15%	24%
STAAR Cumulative Met Standard														
	2019	88%	89%	95%	95%	97%	95%	*	100%	*	75%	72%	92%	86%

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 955
 Grade Span: 06 - 08
 (Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	89%	-	-	-	-	65%	-	65%	67%	65%	65%
	2018	77%	81%	90%	-	-	-	-	60%	-	60%	-	60%	60%
At Meets Grade Level or Above	2019	50%	54%	62%	-	-	-	-	24%	-	24%	67%	24%	25%
	2018	48%	53%	65%	-	-	-	-	16%	-	16%	-	16%	16%
At Masters Grade Level	2019	24%	26%	33%	-	-	-	-	6%	-	6%	50%	6%	7%
	2018	22%	24%	34%	-	-	-	-	2%	-	2%	-	2%	2%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	78%	89%	-	-	-	-	65%	-	65%	*	65%	65%
	2018	74%	79%	93%	-	-	-	-	72%	-	72%	-	72%	72%
At Meets Grade Level or Above	2019	48%	52%	62%	-	-	-	-	23%	-	23%	*	23%	23%
	2018	46%	52%	66%	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	21%	24%	35%	-	-	-	-	5%	-	5%	*	5%	6%
	2018	19%	22%	39%	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	85%	91%	-	-	-	-	77%	-	77%	*	77%	77%
	2018	81%	84%	91%	-	-	-	-	74%	-	74%	-	74%	74%
At Meets Grade Level or Above	2019	52%	55%	64%	-	-	-	-	36%	-	36%	*	36%	36%
	2018	50%	53%	64%	-	-	-	-	24%	-	24%	-	24%	24%
At Masters Grade Level	2019	26%	29%	31%	-	-	-	-	9%	-	9%	*	9%	9%
	2018	24%	25%	28%	-	-	-	-	5%	-	5%	-	5%	5%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	74%	81%	-	-	-	-	59%	-	59%	-	59%	59%
	2018	66%	72%	87%	-	-	-	-	40%	-	40%	-	40%	40%
At Meets Grade Level or Above	2019	38%	44%	58%	-	-	-	-	19%	-	19%	-	19%	19%
	2018	41%	48%	65%	-	-	-	-	7%	-	7%	-	7%	7%
At Masters Grade Level	2019	14%	17%	27%	-	-	-	-	7%	-	7%	-	7%	7%
	2018	13%	14%	20%	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	93%	-	-	-	-	58%	-	58%	*	58%	60%
	2018	80%	83%	83%	-	-	-	-	20%	-	20%	-	20%	20%
At Meets Grade Level or Above	2019	54%	58%	64%	-	-	-	-	11%	-	11%	*	11%	15%
	2018	51%	55%	61%	-	-	-	-	7%	-	7%	-	7%	7%
At Masters Grade Level	2019	25%	27%	33%	-	-	-	-	0%	-	0%	*	0%	5%
	2018	23%	26%	37%	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	82%	86%	-	-	-	-	26%	-	26%	*	26%	30%
	2018	78%	81%	85%	-	-	-	-	33%	-	33%	-	33%	33%
At Meets Grade Level or Above	2019	55%	56%	57%	-	-	-	-	5%	-	5%	*	5%	10%
	2018	53%	56%	65%	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	33%	34%	39%	-	-	-	-	0%	-	0%	*	0%	5%
	2018	31%	33%	45%	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	70%	70%	-	-	-	-	60%	-	60%	*	60%	59%
	2018	69%	70%	70%	-	-	-	-	69%	-	69%	-	69%	69%
All Grades ELA/Reading	2019	68%	69%	68%	-	-	-	-	62%	-	62%	*	62%	62%
	2018	69%	70%	74%	-	-	-	-	76%	-	76%	-	76%	76%
All Grades Mathematics	2019	70%	72%	71%	-	-	-	-	57%	-	57%	*	57%	57%
	2018	70%	70%	66%	-	-	-	-	64%	-	64%	-	64%	64%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	45%	47%	-	-	-	-	36%	-	36%	-	36%	36%

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 955
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	45%	70%	-	-	-	-	-	62%	-	62%	-	62%	62%
	2019	45%	50%	56%	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	47%	53%	53%	-	-	-	-	-	39%	-	39%	-	39%	39%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	93%	96%	98%	100%	91%	*	100%	95%	94%	89%
Not Included in Accountability													
Mobile	4%	4%	2%	7%	4%	1%	0%	6%	*	0%	5%	5%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	2%	*	0%	0%	0%	4%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	96%	93%	96%	100%	92%	100%	89%	94%	93%	89%
Not Included in Accountability													
Mobile	4%	5%	5%	3%	7%	3%	0%	8%	0%	11%	6%	6%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 955

Grade Span: 06 - 08

School Type: Middle

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.0%	97.1%	97.5%	97.3%	96.8%	97.7%	98.2%	*	97.0%	96.5%	96.8%	97.6%
2016-17	95.7%	96.1%	96.9%	97.8%	97.0%	96.6%	98.2%	97.7%	*	97.6%	96.4%	97.1%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: CROWNCOVER MIDDLE
 Campus Number: 061901041

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	1,835	347,893
By Ethnicity:				
African American	-	-	267	43,502
Hispanic	-	-	569	173,272
White	-	-	904	107,052
American Indian	-	-	12	1,226
Asian	-	-	53	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	29	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	193	49,432
Foundation H.S. Program (Endorsement)	-	-	12	16,542
Foundation H.S. Program (DLA)	-	-	1,622	272,526
Special Education Graduates	-	-	131	25,962
Economically Disadvantaged Graduates	-	-	605	166,956
LEP Graduates	-	-	145	21,359
At-Risk Graduates	-	-	421	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 955

Grade Span: 06 - 08

School Type: Middle

District Name: DENTON ISD

Campus Name: CROWNOVER MIDDLE

Campus Number: 061901041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	15.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	22.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	7.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	57.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	62.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	63.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1104	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	559	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 955
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CROWNOVER MIDDLE
Campus Number: 061901041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	37.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	28.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	56.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 955
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CROWNOVER MIDDLE
Campus Number: 061901041

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	955	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	3.4%	4.4%
Kindergarten	0	0.0%	6.9%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	314	32.9%	7.8%	7.7%
Grade 7	322	33.7%	7.8%	7.5%
Grade 8	319	33.4%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	97	10.2%	16.5%	12.6%
Hispanic	232	24.3%	31.1%	52.6%
White	546	57.2%	46.7%	27.4%
American Indian	11	1.2%	0.6%	0.4%
Asian	39	4.1%	3.4%	4.5%
Pacific Islander	1	0.1%	0.2%	0.2%
Two or More Races	29	3.0%	1.4%	2.4%
Economically Disadvantaged	240	25.1%	45.5%	60.6%
Non-Educationally Disadvantaged	715	74.9%	54.5%	39.4%
Section 504 Students	186	19.5%	11.3%	6.5%
English Learners (EL)	79	8.3%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	5	0.5%	1.1%	1.4%
Students w/ Dyslexia	19	2.0%	2.6%	3.6%
At-Risk	293	30.7%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	88			
By Type of Primary Disability				
Students with Intellectual Disabilities	36	40.9%	34.3%	42.4%
Students with Physical Disabilities	*	*	25.2%	21.9%
Students with Autism	**	**	10.7%	13.7%
Students with Behavioral Disabilities	34	38.6%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	90	9.2%	15.1%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 955
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CROWNOVER MIDDLE
Campus Number: 061901041

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	8	0.8%		
Hispanic	28	2.9%		
White	46	4.7%		
American Indian	1	0.1%		
Asian	5	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	8.4%	6.2%
Grade 1	-	0.8%	3.1%	-	3.8%	5.5%
Grade 2	-	0.4%	1.8%	-	1.1%	2.3%
Grade 3	-	0.2%	1.1%	-	0.4%	0.9%
Grade 4	-	0.3%	0.5%	-	1.1%	0.5%
Grade 5	-	0.2%	0.5%	-	1.2%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.4%	0.1%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 9	-	3.4%	7.2%	-	1.2%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.9	18.9
Grade 1	-	17.3	18.8
Grade 2	-	17.4	18.7
Grade 3	-	18.5	18.9
Grade 4	-	18.8	19.2
Grade 5	-	19.5	21.2
Grade 6	22.1	20.8	20.4
Secondary:			
English/Language Arts	16.5	19.5	16.6
Foreign Languages	23.4	18.3	18.9
Mathematics	20.0	19.4	17.8
Science	26.6	20.2	18.9
Social Studies	26.6	21.8	19.3

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	85.5	100.0%	100.0%	100.0%
Professional Staff:	79.6	93.2%	74.8%	64.1%
Teachers	63.9	74.8%	57.9%	49.8%
Professional Support	11.7	13.7%	13.4%	10.1%
Campus Administration (School Leadership)	4.0	4.7%	2.8%	3.0%
Educational Aides:	5.8	6.8%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	3.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	10.1	11.8%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	4.7%	8.1%	10.6%
Hispanic	4.1	6.4%	14.0%	27.7%
White	54.8	85.8%	74.8%	58.4%
American Indian	1.0	1.6%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	1.0	1.6%	1.9%	1.1%
Males	18.2	28.5%	24.5%	23.8%
Females	45.7	71.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	4.7%	7.6%	1.4%
Bachelors	46.5	72.8%	64.4%	73.6%
Masters	13.4	21.0%	27.3%	24.3%
Doctorate	1.0	1.6%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.6%	4.3%	7.0%
1-5 Years Experience	14.9	23.3%	26.8%	28.9%
6-10 Years Experience	14.8	23.1%	21.7%	19.0%
11-20 Years Experience	24.5	38.3%	33.2%	29.3%
Over 20 Years Experience	8.7	13.7%	14.0%	15.7%
Number of Students per Teacher	14.9	n/a	13.4	15.1

District Name: DENTON ISD
 Campus Name: CROWNOVER MIDDLE
 Campus Number: 061901041

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 955
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.1	6.3
Average Years Experience of Principals with District	3.0	6.1	5.4
Average Years Experience of Assistant Principals	3.0	5.7	5.3
Average Years Experience of Assistant Principals with District	3.0	5.1	4.7
Average Years Experience of Teachers:	11.8	11.1	11.1
Average Years Experience of Teachers with District:	7.9	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,275	\$49,389	\$47,218
1-5 Years Experience	\$53,798	\$54,043	\$50,408
6-10 Years Experience	\$55,738	\$55,902	\$52,786
11-20 Years Experience	\$57,889	\$58,273	\$56,041
Over 20 Years Experience	\$61,293	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,831	\$57,037	\$54,122
Professional Support	\$55,989	\$61,015	\$64,069
Campus Administration (School Leadership)	\$67,555	\$81,909	\$78,947
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	77	8.1%	14.7%	19.7%
Career & Technical Education	403	42.2%	30.4%	26.3%
Gifted & Talented Education	137	14.3%	10.9%	8.1%
Special Education	88	9.2%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	2.9%	2.1%	6.4%
Career & Technical Education	3.0	4.7%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	1.4%	2.0%
Regular Education	51.7	80.8%	79.5%	71.4%
Special Education	4.3	6.7%	7.1%	9.1%
Other	3.1	4.9%	4.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

Denton Independent School District
E.P Rayzor Elementary
2020-2021 Campus Improvement Plan



Mission Statement

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

Vision

Cultivate a collaborative culture through the development of high performing teams.

Value Statement

Values

Integrity: We will be positive role models reflecting our ethics and character.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically, and mentally) to ensure positive results.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

Humor: We will find joy in our daily situations, up-lift our community, and create a positive environment.

Respect: We will value each individual, accepting one another with tolerance, and honoring contributions, strengths and ideas.

Empathy: We will up-lift our community and create a caring positive environment.

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Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	12
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	15
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Comprehensive Needs Assessment

Revised/Approved: October 1, 2020

Demographics

Demographics Summary

EP Rayzor Elementary is a nineteen-year-old school in Lantana, TX with a student body of three-hundred and six students. It is one of three neighborhood schools in the Lantana Community with every family living within walking distance. The community supports the school especially financially through a Lantana Foundation Grant. The staff is experienced with many years of experience. Very little turnover of staff is evident.

The school's population consists of 14% Hispanic, 1% American Indian, 6% Asian, 4% Black/African American, 71% Caucasian, and 3% Multiple Races. 4% of the population is economically disadvantaged. The school EP has a stable faculty with multiple years of experience. The faculty is well established and little mobility occurs. The dynamics of the school and faculty changed from over 700 students to just over 300 students with the building of a new school in Lantana seven years ago. Our student population is stable with low mobility.

Demographics Strengths

Strong community support with a low mobility rate for students and teachers.

Overall the staff feels that staff retention is high, training is offered to those who need it

The staff is willing to share information and support those in need

Most staff feels there is an abundance of support.

Our attendance rate is high, the mobility rate is low.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cultural awareness and appreciation in our school. **Root Cause:** Lack of a diverse culture

Student Learning

Student Learning Summary

Historically our students are successful on local and state assessments. Our area of focus is on supporting and ensuring that our students are making one year's worth of growth in reading, writing, and math. We use PRIME time during the day to ensure that students are receiving targeted interventions that address their specific learning deficits. Staff members are relying on our EXPO teacher to create PBL's or extensions for those students who have mastered the TEKS. We are moving towards our teachers taking over responsibility and providing these learning opportunities for those students. Some teachers are using Depth and Complexity to deepen learning for all students.

Student Learning Strengths

Collaboration with grade level and vertical teams during PLCs for planning, extending teacher learning, and reflection and reaction to student data.

Use of student data to drive goal setting and planning for the next steps for students.

Collaborating and sharing students to support intervention needs.

Triangulation of data such as DRA, ELI, Primary Numeracy, Reading Inventory I-station to disaggregate, and identify curriculum deficits and strengths.

Consistent progress monitoring and documenting in MTSS and RTI helps us identify students from previous years/grade levels that need intervention and allows continuity of instruction.

We communicate regularly as staff and are aware of the importance of our student's growth regardless of where they are academically. Growth is the goal, not just mastery.

The use DRA's, ELI, iStation, Primary Numeracy, and formative assessments to gain information and show growth

Collaborating and sharing students to support intervention needs.

The use of Interventionists and Specialists to help support our at-risk learner as well as extending learning for our students who have mastered their learning.

The use of assessment tools to determine conferring, small group lessons, and whole-group lessons.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Focus on math instruction for all students. **Root Cause:** district and campus focus on Language Arts, use of coaches for support in the area of LA

School Processes & Programs

School Processes & Programs Summary

School and grade level committees are used for the hiring of staff members. We utilize the Gallup Strength Finders for staff members to create strong teams utilizing an individual's strengths. Multiple opportunities are provided to staff members to participate and lead on committees that help drive the school. The Campus Leadership team meets monthly to reflect on our progress as a school and evaluate when a change in direction is needed. Staff development is driven by our Assessment for Learning team who uses a variety of methods to "check the pulse" of the school, such as surveys, feedback, etc. Learning time is scheduled daily for our at-risk population to engage in small group targeted instruction during which time other students are receiving enrichment. PLC's are used to plan, implement curriculum, review, and reflect on student data in order to drive our instruction. Grade level and Vertical PLCs meet weekly to ensure alignment of practices.

School Processes & Programs Strengths

High achievement in assessment results according to local data
Workshop Model used across grade levels in Language Arts and Math
Lucy Calkins curriculum used across grade levels in reading and writing
Lucy Calkins UOS Phonics in grades K-1 supports the reading and writing instruction
The use of the Primary Numeracy Assessment for all K-2 students to identify and react to the gaps in mathematical skills
Master Schedule Collaboration with all stakeholders to ensure maximizing instructional time for students
Communication with staff and parents.
Shared Community values
Access to Chromebooks and iPads
Online curriculum created and used at school and at home
STAR (Stop, Think, Act Right) student recognized daily and displayed in the hallway
Weekly Clubs decided by students choice
Multiple opportunities for students to participate in extracurricular activities, such as Running Club, STUCO, Choir, Art, STEAM, Yearbook
Use of district UBD and Birds Eye View documents to plan instruction and create consistency
Use of district UBD and Birds Eye View documents to plan instruction
Pre-assessments and formative assessments are used often to adapt the curriculum and meet the need of each child
On-going staff development provided by campus staff on the Assessment for Learning strategies providing clear learning targets, student self-assessment, and goal-setting
Professional development opportunities are planned and based on the needs of the campus, such as being a project school with the Teachers College
DISD Curriculum support for staff using district coaches to help support the implementation of best practices
The additional support of an outside coach for implementation of the curriculum
Technology access is 1:1 for all students
The campus Leadership team meets regularly to discuss strengths and needs and evaluate progress on our action steps
Regular communication between home and school has built positive and collaborative relationships
Consistent use of an interview team to evaluate and hire quality staff members
MTSS team meets to provide support to at-risk learners

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Acceleration of Learning for those students who have mastered the TEKS. **Root Cause:** Time, knowledge, management

Perceptions

Perceptions Summary

Our students, staff, and parents are highly engaged in our school. Attendance is high and equal among all student groups. There is no significant discrepancy in data regarding behavior, disciplinary patterns. There are a low number of office referrals. Our counselor is highly engaged and effective in proactively intervening with parents and students in preventing behavior difficulties. The counselor provides weekly classroom counseling lessons, small groups, and individual counseling to students and supports parents with multiple resources. Our parents are engaged in our school, but we do see a disconnect in their engagement in the learning process of their students. Our community is engaged in financially supporting our school.

Perceptions Strengths

Our counselor has done a fantastic job with lessons to facilitate the safe, welcoming atmosphere of the school.
Front office staff/administrators are willing to jump in and help where and when needed.
Parents trust our decisions because we base them on data.
The staff has high expectations.
The staff doesn't give up on kids.
Opportunities for service
STAR notebook and guidance sessions help decrease the discipline and behavior issues
Students feel a part of a school community through various programs and opportunities to grow (Club Friday, performances, STEAM, etc).
Parents really value the teachers and the teachers can feel their support.
The survey showed that student and staff morale was high.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental engagement in student learning **Root Cause:** time, lack of understanding,

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: December 10, 2020

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May of 2021, Improve Tier 1 instruction in order to ensure the academic growth of all students and increase the combined expected and accelerated progress rate by 5% in reading and math

HB3 Goal




Evaluation Data Sources: Benchmarks on ELI

Primary Numeracy



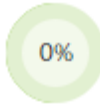


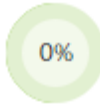


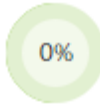











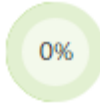


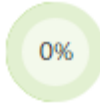


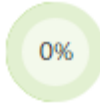


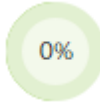


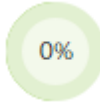


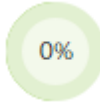









Imagine Math, RI











I-Station

Summative Evaluation: None

<p>Strategy 1: Utilize campus and district support for differentiated training on how to use technology to support student learning.</p> <p>Strategy's Expected Result/Impact: Increased student growth on Benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

<p>Strategy 2: PLC's will be designed to discuss students on all levels. Staff will collaborate and plan lessons on how to grow students academically, emotionally and socially, based on data.</p> <p>Strategy's Expected Result/Impact: Increased student growth on Running Records, Learning Progressions, Primary Numeracy, Problem Solver, I-Station Increased participation in extra-curricular activities. Decrease in counselor referrals.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 3: Grade levels will complete the Planning Process for every nine weeks.</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Assessments, STAAR and I-Station benchmarks.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>Funding Sources: Lisa Hanley - State Compensatory Education (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Assessments, STAAR and I-Station benchmarks.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>Funding Sources: Lisa Hanley, Renee Clark - State Compensatory Education (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Using our current LMS, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment.</p> <p>Strategy's Expected Result/Impact: Student growth as identified on individual goal setting data, lesson planning, documenting planning for acceleration, enrichment and</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Improve implementation of Lucy Calkins Reading in Grades K-5 by attending Adkins' staff development through being a project school.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 8: Improve implementation of Lucy Calkins Writing in Grades K-5 by becoming a Project School and attending Blanton's development through being a project school.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 9: Implement Lucy Calkins Phonics in Grades K-2</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	
<p>Strategy 10: Staff Members extend their learning by attending state and national training opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	
<p>Strategy 11: Utilize district and outside coaches to assist with planning, analyzing data, and implementation of best practices in Language Arts and Math</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks on ELI , RI, and I-Station</p> <p>Staff Responsible for Monitoring: Staff, Administration, district personnel outside coaches</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	

Strategy 12: Meet three times a year individually with each teacher to discuss student data and growth based changes in instructional practices. Strategy's Expected Result/Impact: Increased student growth on benchmarks on ELI, Primary Numeracy, Imagine Math, RI, and I-Station Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 13: Build a deeper understanding and learning of Depth and Complexity Strategy's Expected Result/Impact: Increased student ownership of their learning Staff Responsible for Monitoring: Staff and Administration	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Provide a safe, orderly, and well-maintained climate for learning and encourage participation by all members of the school community, in the continuous improvement of the educational system and school climate increasing student ownership of their learning.

Evaluation Data Sources: Benchmarks on ELI

Primary Numeracy

Imagine Math, RI

















I-Station

Volunteer hours

Student survey

Summative Evaluation: None

<p>Strategy 1: Utilize student performance and curriculum nights for PTA meetings to increase parental involvement. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: PTA</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Strengthsfinder for students and new staff. Strategy's Expected Result/Impact: Increased awareness of individual strengths and team strengths Staff Responsible for Monitoring: New Staff and Fifth Grade students</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Differentiated learning paths using technology for those students who have already learned it. Strategy's Expected Result/Impact: Increased number of students showing a year or more growth in learning Staff Responsible for Monitoring: Administration, staff, and EXPO teacher	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 4: Provide opportunities to bring in stakeholders (parents, community members, students, teachers) to discuss careers and help meet our college readiness standards. Strategy's Expected Result/Impact: Connections made with learning and real-life experiences/careers Staff Responsible for Monitoring: PTA, Administration, and Staff	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 5: Each Grade level will conduct a Community Service Project. Strategy's Expected Result/Impact: Increase awareness of the fulfillment of giving back to your community Staff Responsible for Monitoring: Administration and staff	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 6: Create opportunities to raise cultural awareness and appreciation in our school. Strategy's Expected Result/Impact: Increase awareness and appreciation of other cultures Staff Responsible for Monitoring: PTA, Administration, and Staff	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for E.P Rayzor Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Hanley	Interventionist		100%
Renee Clark	Reading Recovery		100

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Lisa Hanley		\$0.00
1	1	5	Lisa Hanley, Renee Clark		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
EP RAYZOR EL (061901115) - DENTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	96.6% <i>97.3</i>	Q3
Accelerated Student Progress in ELA/Reading	24.0% <i>33</i>	Q4 <i>3</i>
Grade 3 Reading Performance (Masters Grade Level)	<i>☹</i> 56.0% <i>39</i>	Q2 <i>4</i>
Grade 4 Reading Performance (Masters Grade Level)	26.0% <i>61</i>	Q4 <i>1</i>
Grade 4 Writing Performance (Masters Grade Level)	18.0% <i>27</i>	Q4 <i>2</i>
Grade 5 Reading Performance (Masters Grade Level)	<i>☺</i> 55.0% <i>51</i>	Q3 <i>3</i>
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		
Average SAT Score: Reading and Writing		
Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELA/Reading (9–12)		
Total Indicators for ELA/Reading		0 of 6

2018

Distinction Campus Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)

0 of 6 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Mathematics
EP RAYZOR EL (061901115) - DENTON ISD
 Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	96.6%	Q3
Accelerated Student Progress in Mathematics	42.0% <i>37</i>	Q3 <i>2</i>
Grade 3 Mathematics Performance (Masters Grade Level)	23.0% <i>39</i>	Q4 <i>3</i>
Grade 4 Mathematics Performance (Masters Grade Level)	51.0% <i>54</i>	Q3 <i>2</i>
Grade 5 Mathematics Performance (Masters Grade Level)	51.0% <i>72</i>	Q4 <i>1</i>
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Results (Examinees >= Criterion): Mathematics		
SAT/ACT Participation		
Average SAT Score: Mathematics		
Average ACT Score: Mathematics		
Advanced/Dual-Credit Completion: Mathematics (9-12)		
Total Indicators for Mathematics		0 of 5

208

Distinction Campus Outcome: 0 of 5 eligible indicators in Q1 (Top Quartile)

0 of 5 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Science
EP RAYZOR EL (061901115) - DENTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	96.6%	Q3
Grade 5 Science Performance (Masters Grade Level)	52.0% ⁴⁹	Q1
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9–12)		
Total Indicators for Science		1 of 2

2018

😊

1

Distinction Campus Outcome: 1 of 2 eligible indicators in Q1 (Top Quartile)

1 of 2 = 50%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Social Studies
EP RAYZOR EL (061901115) - DENTON ISD
Campus Type: Elementary**

This campus is not eligible for this Distinction Designation. See the *2019 Accountability Manual* for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
EP RAYZOR EL (061901115) - DENTON ISD
 Campus Type: Elementary

Q4

DMM

2018
90-Q1

Campus Name	District Name	AG Scaled Score
1 CANYON CREEK EL (246909125)	ROUND ROCK ISD	94
2 FOREST TRAIL EL (227909104)	EANES ISD	94
3 STEPHEN F AUSTIN STATE UNIVERSITY (174801101)	STEPHEN F AUSTIN STATE UNIVERSITY	94
4 BLUEBONNET EL (061902133)	LEWISVILLE ISD	93
5 SUSANNA DICKINSON EL (079901115)	LAMAR CISD	93
6 BESS CAMPBELL EL (079901119)	LAMAR CISD	92
7 BLANTON EL (061901122)	DENTON ISD	92
8 LAKEVIEW EL (061911106)	NORTHWEST ISD	92
9 MATHEWS EL (043910122)	PLANO ISD	92
10 BARTON CREEK EL (227909105)	EANES ISD	91
11 CEDAR CREEK EL (227909102)	EANES ISD	91
12 GLEN OAKS EL (043907109)	MCKINNEY ISD	91
13 LIBERTY EL (061902135)	LEWISVILLE ISD	91
14 OLD SETTLERS EL (061902123)	LEWISVILLE ISD	91
15 WILLOW CREEK EL (101913113)	HUMBLE ISD	91
16 WINDSONG INT (084911104)	FRIENDSWOOD ISD	91
17 BRANSFORD EL (220906108)	GRAPEVINE-COLLEYVILLE ISD	90
18 C T EDDINS EL (043907113)	MCKINNEY ISD	90
19 GLENHOPE EL (220906111)	GRAPEVINE-COLLEYVILLE ISD	90
20 PINK EL (043905117)	FRISCO ISD	90
21 PINKERTON EL (057922101)	COPPELL ISD	90
22 BLATTMAN EL (015915181)	NORTHSIDE ISD	89
23 CURTSINGER EL (043905103)	FRISCO ISD	89
24 MCANDREW EL (015915230)	NORTHSIDE ISD	89
25 NORRIS EL (043905140)	FRISCO ISD	89
26 BRIDLEWOOD EL (061902129)	LEWISVILLE ISD	88
27 MEMORIAL DRIVE EL (101920109)	SPRING BRANCH ISD	88
28 PUREFOY EL (043905131)	FRISCO ISD	88
29 FISHER EL (043905107)	FRISCO ISD	86
30 ROY LEE WALKER EL (043907115)	MCKINNEY ISD	85
31 WESTSIDE EL (246913121)	LEANDER ISD	85
32 COLLEYVILLE EL (220906102)	GRAPEVINE-COLLEYVILLE ISD	83
EP RAYZOR EL (061901115)	DENTON ISD	82
33 TAYLOR EL (220906105)	GRAPEVINE-COLLEYVILLE ISD	80
34 DOROTHY P ADKINS EL (061901126)	DENTON ISD	79
35 HERITAGE EL (061902122)	LEWISVILLE ISD	77
36 HERITAGE EL (220906107)	GRAPEVINE-COLLEYVILLE ISD	77
37 HIDDEN HOLLOW EL (101913114)	HUMBLE ISD	77
38 VALLEY VIEW EL (227909103)	EANES ISD	75
39 MCAULIFFE EL (061902114)	LEWISVILLE ISD	74
40 JO ANN FORD EL (246904109)	GEORGETOWN ISD	70

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 91

NO DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
EP RAYZOR EL (061901115) - DENTON ISD
Campus Type: Elementary

Campus Name	District Name	CTG Scaled Score
1 BARTON CREEK EL (227909105)	EANES ISD	100
2 BESS CAMPBELL EL (079901119)	LAMAR CISD	100
3 BLANTON EL (061901122)	DENTON ISD	100
4 BLATTMAN EL (015915181)	NORTHSIDE ISD	100
5 BLUEBONNET EL (061902133)	LEWISVILLE ISD	100
6 BRANSFORD EL (220906108)	GRAPEVINE-COLLEYVILLE ISD	100
7 BRIDLEWOOD EL (061902129)	LEWISVILLE ISD	100
8 C T EDDINS EL (043907113)	MCKINNEY ISD	100
9 CANYON CREEK EL (246909125)	ROUND ROCK ISD	100
10 CEDAR CREEK EL (227909102)	EANES ISD	100
11 COLLEYVILLE EL (220906102)	GRAPEVINE-COLLEYVILLE ISD	100
12 CURTSINGER EL (043905103)	FRISCO ISD	100
13 FISHER EL (043905107)	FRISCO ISD	100
14 FOREST TRAIL EL (227909104)	EANES ISD	100
15 GLEN OAKS EL (043907109)	MCKINNEY ISD	100
16 GLENHOPE EL (220906111)	GRAPEVINE-COLLEYVILLE ISD	100
17 LAKEVIEW EL (061911106)	NORTHWEST ISD	100
18 LIBERTY EL (061902135)	LEWISVILLE ISD	100
19 MATHEWS EL (043910122)	PLANO ISD	100
20 MCANDREW EL (015915230)	NORTHSIDE ISD	100
21 MEMORIAL DRIVE EL (101920109)	SPRING BRANCH ISD	100
22 PINK EL (043905117)	FRISCO ISD	100
23 PUREFOY EL (043905131)	FRISCO ISD	100
24 ROY LEE WALKER EL (043907115)	MCKINNEY ISD	100
25 STEPHEN F AUSTIN STATE UNIVERSITY (174801101)	STEPHEN F AUSTIN STATE UNIVERSITY	100
26 SUSANNA DICKINSON EL (079901115)	LAMAR CISD	100
27 WILLOW CREEK EL (101913113)	HUMBLE ISD	100
28 WINDSONG INT (084911104)	FRIENDSWOOD ISD	100
29 OLD SETTLERS EL (061902123)	LEWISVILLE ISD	98
30 PINKERTON EL (057922101)	COPPELL ISD	90
31 HERITAGE EL (220906107)	GRAPEVINE-COLLEYVILLE ISD	89
32 HERITAGE EL (061902122)	LEWISVILLE ISD	88
33 HIDDEN HOLLOW EL (101913114)	HUMBLE ISD	88
34 DOROTHY P ADKINS EL (061901126)	DENTON ISD	87
35 NORRIS EL (043905140)	FRISCO ISD	86
36 TAYLOR EL (220906105)	GRAPEVINE-COLLEYVILLE ISD	84
37 WESTSIDE EL (246913121)	LEANDER ISD	84
EP RAYZOR EL (061901115)	DENTON ISD	80
38 MCAULIFFE EL (061902114)	LEWISVILLE ISD	79
39 VALLEY VIEW EL (227909103)	EANES ISD	78
40 JO ANN FORD EL (246904109)	GEORGETOWN ISD	76

2018
100

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 100

NO DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Postsecondary Readiness
EP RAYZOR EL (061901115) - DENTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	69.0% <i>77</i>	Q3
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	60.0% <i>49</i>	Q4
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/IB Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		0 of 2

2018
Q2
Q2

Evaluation of campus outcomes: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
EP RAYZOR EL (061901115) - DENTON ISD
 Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	55,336.0	57,271.0	96.6	97.0	Q3
Accelerated Student Progress in ELA/Reading	31	130	24	38	Q4
Accelerated Student Progress in Mathematics	54	130	42	49	Q3
Grade 3 Reading Performance (Masters Grade Level)	36	64	56	58	Q2
Grade 3 Mathematics Performance (Masters Grade Level)	15	64	23	51	Q4
Grade 4 Reading Performance (Masters Grade Level)	17	65	26	50	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	33	65	51	61	Q3
Grade 4 Writing Performance (Masters Grade Level)	12	65	18	32	Q4
Grade 5 Reading Performance (Masters Grade Level)	39	71	55	64	Q3
Grade 5 Mathematics Performance (Masters Grade Level)	36	71	51	75	Q4
Grade 5 Science Performance (Masters Grade Level)	37	71	52	52	Q1
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)					
English I Performance (Masters Grade Level)					
English II Performance (Masters Grade Level)					
EOC Biology Performance (Masters Grade Level)					
EOC U.S. History Performance (Masters Grade Level)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Participation: Any Subject					
AP/IB Examination Results (Examinees >= Criterion): ELA					
AP/IB Examination Results (Examinees >= Criterion): Mathematics					
AP/IB Examination Results (Examinees >= Criterion): Science					
AP/IB Examination Results (Examinees >= Criterion): Social Studies					
SAT/ACT Participation					
Average SAT Score: Reading and Writing					
Average SAT Score: Mathematics					
Average ACT Score: ELA					
Average ACT Score: Mathematics					
Average ACT Score: Science					
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	372	536	69.0	78.5	Q3
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	120	200	60.0	71.5	Q4
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate					
TSI Criteria Graduates					
College, Career, and Military Ready Graduates					
Advanced/Dual-Credit Completion: ELA/Reading (9–12)					
Advanced/Dual-Credit Completion: Mathematics (9–12)					
Advanced/Dual-Credit Completion: Science (9–12)					
Advanced/Dual-Credit Completion: Social Studies (9–12)					
CTE Coherent Sequence Graduates					

Goal ↑

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.
 Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.
 'n/a' Indicates data reporting is not applicable for this indicator.

Texas Education Agency
2017-18 School Report Card
EP RAYZOR EL (061901115)

District Name: DENTON ISD
Campus Type: Elementary

Total Students: 394
Grade Span: KG - 05

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	96
Student Achievement	Met Standard	94
School Progress	Met Standard	90
Closing the Gaps	Met Standard	100

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated ~~at~~ Met Standard, Improvement Required, or Not Rated. The rating, Met Alternative Standard, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Science	Comparative Academic Growth
Comparative Closing the Gaps	

Campuses that receive a rating of Met Standard are eligible for as many as seven distinction designations: Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
Attendance Rate (2016-17)	97.3%	96.1%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	3.6%	15.3%	12.6%	Kindergarten	20.6	17.6	18.7
Hispanic	12.9%	30.8%	52.4%	Grade 1	18.0	17.1	18.8
White	74.6%	48.3%	27.8%	Grade 2	16.5	18.0	18.8
American Indian	0.5%	0.7%	0.4%	Grade 3	21.7	18.3	19.0
Asian	5.3%	3.2%	4.4%	Grade 4	18.5	19.1	19.2
Pacific Islander	0.3%	0.2%	0.1%	Grade 5	18.3	23.3	21.2
Two or More Races	2.8%	1.5%	2.3%	Enrollment by Student Group			
Economically Disadvantaged	5.8%	43.4%	58.8%	Economically Disadvantaged	5.8%	43.4%	58.8%
English Learners	2.5%	14.4%	18.8%	English Learners	2.5%	14.4%	18.8%
Special Education	8.6%	10.7%	9.1%	Special Education	8.6%	10.7%	9.1%
Mobility Rate (2016-17)	4.7%	15.1%	16.0%	School Financial Information (2016-17)			

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	74.7%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	68.9%	63.1%	Total Operating Expenditures	\$7,691	\$9,377	\$9,503
				Instruction	\$5,387	\$5,700	\$5,338
				Instructional Leadership	\$68	\$96	\$149
				School Leadership	\$580	\$493	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	81%	96%	*	96%	96%	-	100%	-	100%	76%
	2017	75%	80%	97%	100%	96%	97%	-	97%	-	96%	*
Reading	2018	74%	79%	99%	*	100%	99%	-	100%	-	100%	*
	2017	72%	77%	97%	*	94%	98%	-	91%	-	100%	*
Mathematics	2018	81%	84%	95%	*	94%	95%	-	100%	-	100%	*
	2017	79%	83%	98%	*	100%	98%	-	100%	-	89%	*
Writing	2018	66%	72%	89%	*	*	90%	-	*	-	*	*
	2017	67%	72%	96%	*	*	95%	-	*	-	*	-
Science	2018	80%	83%	97%	*	*	96%	-	*	-	*	*
	2017	79%	84%	98%	*	92%	98%	-	*	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	53%	77%	*	73%	78%	-	85%	-	96%	43%
	2017	45%	51%	81%	76%	81%	81%	-	87%	-	88%	*
Reading	2018	46%	52%	75%	*	74%	75%	-	82%	-	100%	*
	2017	44%	51%	79%	*	84%	78%	-	73%	-	100%	*
Mathematics	2018	50%	53%	80%	*	81%	80%	-	91%	-	100%	*
	2017	46%	52%	83%	*	81%	82%	-	100%	-	89%	*
Writing	2018	41%	48%	68%	*	*	76%	-	*	-	*	*
	2017	36%	43%	72%	*	*	72%	-	*	-	*	-
Science	2018	51%	55%	82%	*	*	79%	-	*	-	*	*
	2017	49%	56%	87%	*	77%	89%	-	*	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	24%	49%	*	43%	51%	-	56%	-	69%	29%
	2017	20%	23%	53%	44%	45%	53%	-	67%	-	60%	*
Reading	2018	19%	22%	51%	*	56%	51%	-	45%	-	78%	*
	2017	19%	22%	53%	*	45%	54%	-	45%	-	78%	*
Mathematics	2018	24%	25%	56%	*	48%	58%	-	64%	-	78%	*
	2017	22%	25%	59%	*	48%	59%	-	100%	-	67%	*
Writing	2018	13%	14%	27%	*	*	31%	-	*	-	*	*
	2017	11%	14%	37%	*	*	37%	-	*	-	*	-
Science	2018	23%	26%	49%	*	*	51%	-	*	-	*	*
	2017	19%	22%	50%	*	38%	52%	-	*	-	*	*
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	70	82	*	83	84	-	*	-	91	*
Reading	2018	69	70	81	*	89	82	-	*	-	88	*
Mathematics	2018	70	70	83	*	76	86	-	*	-	94	*

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' Indicates zero observations reported for this group.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	45%	100%	-	*	*	-	*	-	-	*
	2017	35%	38%	91%	*	*	88%	-	-	-	-	*
Mathematics	2018	47%	53%	*	-	*	*	-	-	-	-	*
	2017	43%	47%	75%	-	-	75%	-	-	-	-	*
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	85%	100%	*	100%	100%	-	*	-	100%	*
Students Requiring Accelerated Instruction												
	2018	21%	15%	*	*	*	*	-	*	-	*	*
STAAR Cumulative Met Standard												
	2018	84%	89%	100%	*	100%	100%	-	*	-	100%	*
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	90%	99%	*	100%	98%	-	*	-	100%	*
Students Requiring Accelerated Instruction												
	2018	15%	10%	*	*	*	*	-	*	-	*	*
STAAR Cumulative Met Standard												
	2018	90%	94%	100%	*	100%	100%	-	*	-	100%	*

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Denton Independent School District
Harpool Middle School
2020-2021 Campus Improvement Plan
Accountability Rating: Not Rated: Declared State of Disaster

Values

We VALUE and NURTURE students within our school.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school experience.

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a predominately caucasian, affluent campus. Our students are highly motivated either intrinsically or by their parents. The parents and community have high expectations of their students and the school. Teachers are established and we have very low turnover at Harpool. There are still 60 teachers/ staff that have been here since we open in 2008.

Demographics Strengths

Longevity of staff. Staff knows how things run at Harpool.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to ensure that ALL students are valued and appreciated at Harpool **Root Cause:** Low Diversity

Student Learning

Student Learning Summary

Common assessments

IXL

Achieve 3000

Benchmarks

PLC work with formative/ summative assessments

AFL work

Student Learning Strengths

Students have a strong academic background from elementary campuses and home.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Need to ensure that ALL students are receiving academic excellence and being successful **Root Cause:** Starting remotely then Face 2 Face and CL is making it difficult for teachers to reach ALL students sufficiently

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: May 21, 2021

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments)
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * District Canvas science-specific course where grade level science teachers can share information and find resources.
- * District Teams messaging/meetings to also accomplish same goal (share grade level content).





District ELAR Canvas Tier Level trainings and adding the accessibility features for Canvas

- * Incorporate best practices into teaching, learning, technology and leadership
 - * Foster and support an advanced digital learning environment
 - * Canvas (rewriting our science curriculum and moving it to a digital format)
 - * Creating video lessons of in-class activities and demos
 - * Teams Meetings
 - * Use of science Gizmos, STEMscopes, digital science journals
 - * Teacher-Student email communication through Outlook and Canvas Inbox
- Elar Canvas Usage, Teams Calls, student-teacher communication via emails and canvas emails, canvas accessibility features, digital/ebook options
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Improve student achievement in all grade levels, content areas, and special populations by 5%.

Evaluation Data Sources: STAAR Assessments
EOC- Algebra 1 Assessment

Summative Evaluation: None

<p>Strategy 1: Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Increase math scores</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: ELAR teachers will utilize Lucy Calkins Workshop model</p> <p>Strategy's Expected Result/Impact: Strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Provide targeted intervention for the students below grade level in reading and math</p> <p>Strategy's Expected Result/Impact: Increase targeted student's academic levels</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that Harpool will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.





Evaluation Data Sources: Employee Engagement Survey Student Self-assessments Parent Survey Review of discipline reports, attendance, and grades

Summative Evaluation: None

<p>Strategy 1: Collaborate with elementary and high schools in the HMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.</p> <p>Strategy's Expected Result/Impact: Build better transitions for incoming 6th graders and outgoing 8th graders</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration.</p> <p>Strategy's Expected Result/Impact: Get students involve and engaged in school</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Open and maintain on campus food pantry</p> <p>Strategy's Expected Result/Impact: Make sure students are receiving basic needs</p> <p>Staff Responsible for Monitoring: SAC</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Implement and monitor Restorative Practices (RP) campus wide ~TUMS ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Mood Meters ~Re-entry Circles ~Circle protocols Strategy's Expected Result/Impact: Build relationships among staff and students Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: House Bill lessons to address: ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Appreciation & Recognition for staff & students, including, but not limited to: ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards Strategy's Expected Result/Impact: appreciate people Staff Responsible for Monitoring: Admin Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Providing physical, social, and emotional supports including, but not limited to: ~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page Strategy's Expected Result/Impact: provide access for parents to the counselors Staff Responsible for Monitoring: counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Implement Gallup Strengths program in 6th, 7th, and 8th grade Naviance. Strategy's Expected Result/Impact: Students will know their strengths Staff Responsible for Monitoring: counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 9: Counselor small groups Strategy's Expected Result/Impact: Students that feel that they are alone with theirs problems/ issues, have a support group that they can lean on Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: Partner with GHS students to work with HMS students Strategy's Expected Result/Impact: build relationships Staff Responsible for Monitoring: AP ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 11: Team Meetings- Strategy's Expected Result/Impact: Identify students that may be struggling academically/ behaviorally/ social emotionally Staff Responsible for Monitoring: Counselors, Teachers, Admin ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 12: Visit Students that are at Davis Strategy's Expected Result/Impact: Keep relationships with students and develop a plan for their return to HMS and a plan not to return to Davis school. Staff Responsible for Monitoring: Counselors, Admin ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 13: Harpool Positive Post Cards Strategy's Expected Result/Impact: Celebrate students that are doing great and report that to their parents. Staff Responsible for Monitoring: Counselors, Teachers, Admin ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 14: New Student Luncheon- Strategy's Expected Result/Impact: Allow us to build relationships with new students and plug them into areas at Harpool. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 15: Renaissance Awards- each 9 wks we will recognize students with good grades and behavior Strategy's Expected Result/Impact: 9wks awards facilitated by PTA Students are proud of their accomplishments Staff Responsible for Monitoring: Teams Admin Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 16: Submit parent/ student/ staff surveys every 9wks Strategy's Expected Result/Impact: Get feedback from all stakeholders throughout the year so that we can make changes throughout the year Staff Responsible for Monitoring: DLS ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 17: Red Ribbon Week- TBD- establish days and advisory lesson Strategy's Expected Result/Impact: Make students aware of dangers of drug use Staff Responsible for Monitoring: SAC ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 18: Promote District Bullying link Strategy's Expected Result/Impact: Students feel safe at school and have an outlet to report bullying Staff Responsible for Monitoring: Pricipal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 19: Branded Tickets- award tickets for students doing the right thing Strategy's Expected Result/Impact: Better behavior Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 20: Daily character building messages Strategy's Expected Result/Impact: Awareness of building character Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Growth & Management

In pursuit of excellence, we will:

- * Recruit, employ and retain high quality teachers
- * Remain committed to providing equitable and outstanding opportunities for every student on every campus
- * Work with the community in planning and facility development
- * Utilize citizens' advisory committees to focus on short and long-term tasks
- * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- * Demonstrate effective and efficient management of district resources
- * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

- * Support college, career, military and life readiness
- * Engage students in extracurricular clubs and organizations
- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

State Compensatory

Personnel for Harpool Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Moore	Reading Interventionist	Achieve 3000	100%

Addendums

Denton Independent School District
Hawk Elementary
2020-2021 Campus Improvement Plan



Board Approval Date: November 10, 2020

Mission Statement

To create successful learners

Vision

We believe to accomplish our mission as a staff we will become a school that:

1. Works collaboratively to ensure the emotional, social, and academic success of our children
2. Collaborates and aligns our curriculum in vertical and grade level teams
3. Celebrates the successes of our students and teachers
4. Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations
5. Is innovative and uses technology to prepare our children for the world in which they live
6. Has fun!

Value Statement

Courageous

Collaborative

Connected

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mildred M. Hawk Elementary is a campus that has had consistent enrollment of about 650 students for the last 3 years. There is a fairly balanced ratio of males/females (51.6%/48.4%). The population consists of the following ethnicities: white 65.8%, Hispanic 18.5%, African America 7%, Asian 5.7%, Hawaiian/Pacific Islander 0.4%, and two or more 2.64%. The school has a gifted and talented program that is 9.4%. The Economically Disadvantaged percent has steadily increased over the last 3 years. The campus is currently at 18.8% economically disadvantaged. The campus has both inclusion and self-contained special education classrooms. The campus has identified 11.4% of students with special education services. The at risk population is at 22.7%. The campus needs to implement additional interventions for at risk students new to Hawk and due to Covid-19 school closure. The campus needs to continue to hire diverse staff members to better reflect the school community.

The most urgent need is the adjustment of the student/teacher ratio due to Covid-19. Additional supports and interventions will need to be intentional for students who are now at risk due to school closure. The Hawk interview committee needs to continue to seek highly qualified diverse staff members.

New staff members feel the mentor program could be more intentional, especially the TAC grading/behavioral comments, intervention time/huddle schedule, and the process/options for classroom behavior redirection when it requires intervention beyond the classroom. Current staff members feel there is no follow up to professional development opportunities. K-2nd teachers would like to benefit from professional development as a project school.

Staff feels supported when transitioning to a new role whether that is new to the campus, grade level, content area, etc. However, some new staff members think that this program could be more intentional in what is being shared and taught. Across the board staff members feel that they are offered many professional development opportunities throughout the year that are beneficial and can be taken back and implemented into their classrooms right away. However, not all staff members have a follow-up plan for their professional development.

Demographics Strengths

Mildred M. Hawk Elementary is a campus that has had consistent enrollment of about 650 students for the last 3 years. This has created stability for instructional interventions that can be built upon each year. The economically disadvantaged rate has increased over the last 3 years. This increase has led to additional intentional interventions for those students who are at risk.

The Hawk staff feels that there is a support system when transitioning to a new role or being a new staff member on campus. New staff feels supported, valued and appreciated by administration, support staff and their teammates. Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals) ELAR teachers 3rd-5th reported that being a project school greatly helped their teaching practices and was an excellent professional development opportunity. The district sends reps to job fairs around Texas to help recruit new qualified staff members. We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”. The campus consistently utilizes an interview committee to evaluate and hire quality staff members.

Staff feels supported when transitioning to a new role whether that is new to the campus, grade level, content area, etc.

Student Learning

Student Learning Summary

Based on the findings, we have a strong need to continue supporting our students in making one year's growth in reading, writing, and math. At Hawk we have interventions in place for our at-risk students, but we to utilize additional staff to help with providing interventions for enrichment groups. Many Hawk students enroll ond are reading on grade level. Strategic goal setting in reading, writing, and math across all grade levels are used but are not yet systematic. Math intervention for primary grades is an ongoing problem. There isn't a designated math interventionist for the primary grades, therefore, teachers are sharing students and intervening.

See ELI and PNA report in addendum

Student Learning Strengths

Collaborating and sharing students to support intervention needs. Impact of Interventionists and Specialists. Consistent use of assessment tools to determine conferencing, small group lessons, and whole group lessons. Collaborating with PLC and vertical PLCs. Continuous intentional discussions to determine next steps for students. Collaborative goal setting with students in grade levels.

School Processes & Programs

School Processes & Programs Summary

The feedback received is there is still some inconsistency across subject areas with the rigor of assessments in the lower grades. Staff needs to continue to address these needs in district committees and to the curriculum department to help improve and align assessments. The grade levels utilize the UBD units and Birds Eye View to plan and create consistent instruction. There is consistent and effective implementation of the workshop model and Lucy Calkins Units of Study. Intentional intervention time is utilized to target students academic needs. Use of strategic learning partners are used in most classroom. Interventionists/Specialists will be utilized at the beginning of the year to assist in beginning of year assessments in an effort for teachers to create small groups.

Daily intervention time in every grade level, 2 interventions in 3rd/5th for targeted instruction has proven to be beneficial. The staff and administration have an open door policy that yields collaboration and effective communication. Staff need to ensure that students are not pulled for intervention/tutorials during times they need for critical content area instruction. Provide intervention opportunities after core content areas are taught. Utilizing consistent conferring method to specifically set goals and address student needs.

Staff feels supported when transitioning to a new role whether that is new to the campus, grade level, content area, etc. However, some new staff members think that this program could be more intentional in what is being shared and taught. Across the board staff members feel that they are offered many professional development opportunities throughout the year that are beneficial and can be taken back and implemented into their classrooms right away. However, not all staff members have a follow-up plan for their professional development.

The unprecedented closure tested and exposed many strengths and needs in the field of technology. A need continues to be continued professional development in more in depth ways to use the online resources and curriculum provided. We have all found platforms that our students are able to use, but extra PD would allow us time to explore other ways to use these platforms.

School Processes & Programs Strengths

The programs and processes at Hawk Elementary have yielded many strengths. Processes and programs are evaluated continually by staff, administration, and the campus leadership team.

- Use of UBD and Birds Eye View to plan instruction and create consistency
- Pre-assessments and formative assessments are used often to adapt curriculum and meet each child where they are
- Workshop model allows for differentiated instruction, provides choice, and collaboration work
- Intentional intervention time to target students academic needs
- Use of strategic learning partners
- Daily intervention time in every grade level, 2 interventions in 3rd/5th
- Workshop model that allows for small group instruction/reteach/enrichment
- Tutorials before and after school as needed
- Collaborative campus
- Open door policy of administration and to stakeholders
- Collaborative decision making
- Student focused staff. Staff focus on the whole child: social, emotional, and academic

- Staff feels that there is a support system when transitioning to a new role or being a new staff member on campus. New staff feels supported, valued and appreciated by administration, support staff and their teammates.
- Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)
- ELAR teachers 3rd-5th reported that being a project school greatly helped their teaching practices and was an excellent professional development opportunity. The campus is now a K-5 TCRWP school.
- The district sends reps to job fairs around Texas to help recruit new qualified staff members. We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”. The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Panels in every classroom!
- Access to Chromebooks, iPads, and iPad minis
- Students are able to independently use and apply technology skills- at home and on campus
- Higher rate of engagement due to implementation of technology(online curriculum specifically)- seen both on camps as well as at home
- Students are able to demonstrate understanding and learning in a multitude of technology platforms.

Perceptions

Perceptions Summary

At Hawk Elementary, parents are involved in special clubs and parent organizations. They are Science Club, Watch Dog, Running Club, PTA, Homeroom Moms and Weekly Volunteers. Each of these clubs or organization provides support in various ways throughout the school year. Some of the involvement may initially support the teacher when in turn it actually supports the student. For example, weekly volunteers take care of tasks for the teacher (example: making copies, die cuts, Friday folders, etc) that allow the teacher to continue with the lessons of the day rather than assigning busy work so these tasks can be completed. It also prevents the teacher from taking this work home to complete after hours which can take a toll on the teacher over time. A lack of work life balance can disrupt the teacher's energy or love of teaching which directly affects the students.

The majority of those parents who are involved appear to be stay at home moms (some have part time jobs) or parents with flexible work schedules. Many who are involved assist in multiple areas as their schedules allow. The PTA does recruit additional parent support throughout the year when needed. This provides other opportunities for parents to be involved without having to commit to a schedule that doesn't fit with their work hours.

There are not as many ways for community member involvement but there are opportunities. For community members, supporting the school's PTA organization through volunteer opportunities or sponsorship is the most common way to be involved. There is a business member who sits on the CLT team to provide support and input for the school's goals throughout the year.

At Hawk Elementary, many students speak another language besides English. While the most common additional language spoken is Spanish, the school has seen an increase in students who speak other languages. Many of these languages are from various Asian Countries.

There is a member of the school's staff who provides ESL support. If a student's parents do not read English, the school can utilize the District's translation services. This will provide communication to parents with English on one side of the document and the translation on the other side of the document.

Perceptions Strengths

There are multiple ways families can be involved in school decisions. Parents and Grandparents can volunteer with the school's PTA organization. The PTA holds monthly meetings to share information for upcoming events and volunteer opportunities. The school Principal attends each meeting to provide updates on academic and student support activities within the school. If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents and the Vice Principal. They create a plan of support for the student that will be used throughout the year. Every fall, a parent teacher conference is held between the student's teacher and their parents. This gives the parents an opportunity to discuss the student's progress and bring up any concerns the parents may have. Finally, any time during the year a parent can request a meeting with their student's teacher if an issue or concern has come up that needs more than an email to discuss and resolve.

Denton ISD has a Social Services Office that provides support to families by offering various services focused on a specific need.

Hawk Elementary offers multiple programs to support the various needs of their students. These services are Reading or Math Support, Dyslexia, Speech and Special Education.

Denton ISD offers an Adopt a School program that allows businesses within the community to provide support to the school and its students. This support can be provided in various ways from providing needed school supplies for students to hosting a spirit night at a local restaurant.

Hawk Elementary partner is Chick-fil-A on 288 in Denton.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 1: By May, 2021 Hawk Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by: K - 2nd Grades - Early Literacy Inventory - 90% of students ending year "On Level,"with 10% or fewer ending at "At Risk" , 3rd-5th grades- Individual Reading Inventory- 90% ending "On Level".

HB3 Goal

Evaluation Data Sources: Early Literacy Inventory-ELI
 Individual Reading Inventory-IRI
 iStation-Comprehension
 Fountas & Pinnell Benchmark Assessments
 Units of Study Reading Assessments

Summative Evaluation: None

<p>Strategy 1: Participation as a project school with TC Reading/Writing Project with K-5 ELAR teachers and specialists.</p> <p>Strategy's Expected Result/Impact: Student achievement is expected to increase due to targeted small group instruction, feedback, and transference of skills. Teachers will have a deeper understanding of the planning, components, needed student resources, and data collection of small group instruction.</p> <p>Staff Responsible for Monitoring: K-5 CLT representatives, reading specialist, reading recovery specialist, and EL specialist.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers in grades K-5 will provide leveled text daily guided reading for all below level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading specialist, Reading Recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Recovery Specialist and 1/2 time Reading Interventionist - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers, specialists, and administration will utilize PLC meetings and campus planning days to review student work, collaborate on assessments, data disaggregation, small group planning for at risk and enrichment groups, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Grade level teams will develop content SMART goals quarterly, and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: The campus will utilize Seesaw and Microsoft Teams to create a digital learning platform K-5.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Continued learning and awareness on equity for all learners.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, specialists, counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children on level by May, 2021</p> <p>Strategy's Expected Result/Impact: Students at 'progressing' or 'on level' by May 2021</p> <p>Staff Responsible for Monitoring: Kinder, 1st, 2nd, Reading Recovery Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 2: By May, 2021 Hawk Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by: K - 2nd Grades - Primary Numeracy - 90% students ending year "Ready," with 10% or fewer ending at "At Risk" by end of 2nd grade. K-5th grades 90% ending year "On Level" on district problem solving assessments. 2nd-5th grades will end year on or above approaches at 90% evidenced by Imagine Math.

HB3 Goal

Evaluation Data Sources: Primary Numeracy
Imagine Math
District Problem Solving Assessments

Summative Evaluation: None

<p>Strategy 1: Teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>Funding Sources: 1/2 time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Teachers will utilize PLCs meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By May, 2021 Hawk Elementary School will focus on ensuring at least one year's growth in Reading for every Pre-K student. 90% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

HB3 Goal

Evaluation Data Sources: CLI Engage

Summative Evaluation: None

Strategy 1: Teacher will provide daily shared reading Strategy's Expected Result/Impact: Students will understand concepts about print, letter recognition, and letter sounds Staff Responsible for Monitoring: Classroom Teacher TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teacher will provide daily writing opportunities. Strategy's Expected Result/Impact: Students will be able to write stories with pictures, letters, and words and tell the story. Staff Responsible for Monitoring: Classroom teacher TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: By May, 2021 Hawk Elementary School will focus on ensuring one year's growth in Writing for every student. This will be evidenced by, K-5 grades 90% of students will have made a year's growth in writing using district rubric.

HB3 Goal

Evaluation Data Sources: District writing rubrics
On demand BOY, MOY, and EOY

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments. Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year or have made a year's growth. Staff Responsible for Monitoring: Principal/Assistant Principal</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Grade level teams will develop content SMART goals quarterly, and monitor student progress. Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in writing Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May of 2021, the staff and community of Hawk Elementary will maintain and/or increase engagement.

Evaluation Data Sources: Teacher input, formative feedback, parent responses.

Summative Evaluation: None

Strategy 1: Staff Appreciation monthly events, Staff shout outs, Monthly Madness, PTA Mid-Week munchies, Staff Celebration meetings, Self-Care Bingo Strategy's Expected Result/Impact: Maintain and/or increase staff engagement Staff Responsible for Monitoring: Administration and counselor	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Hawk Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hope Creech	Reading Interventionist	comp ed	50%
Renee Grems	Math Interventionist	comp ed	50%

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Recovery Specialist and 1/2 time Reading Interventionist		\$90,000.00
1	2	2	1/2 time Math Interventionist		\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$120,000.00

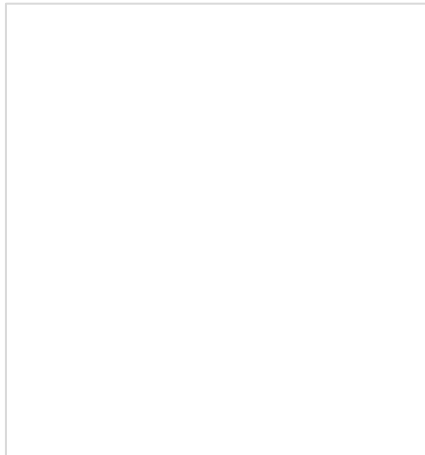
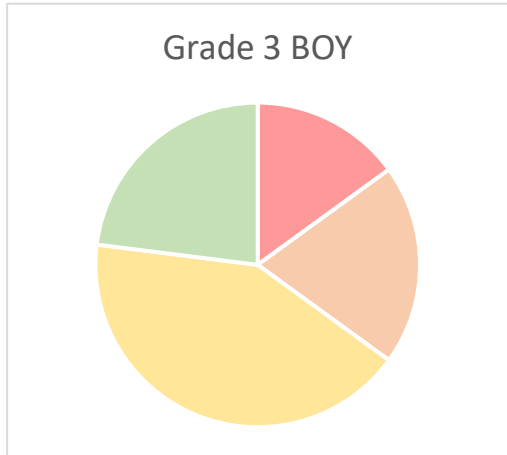
Addendums

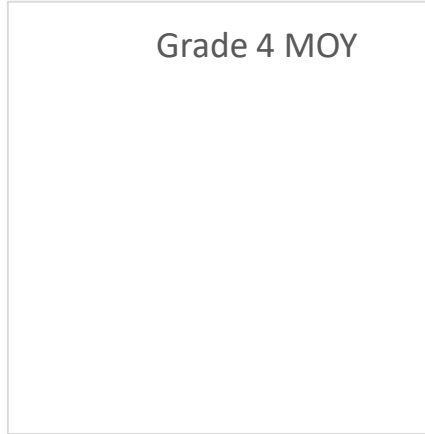
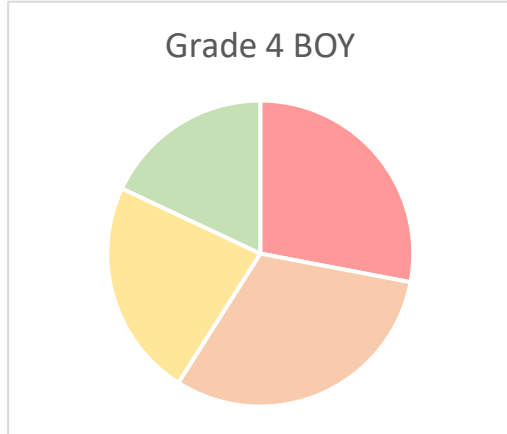
HAW 2-3-4-5 Imagine Math BOY vs MOY

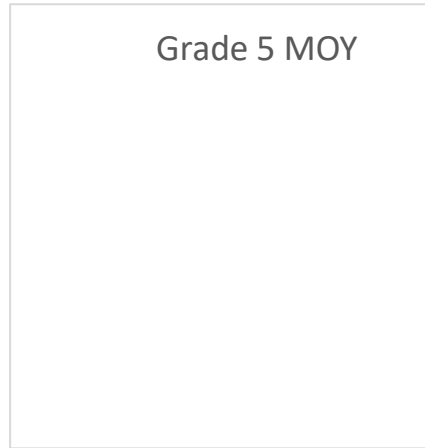
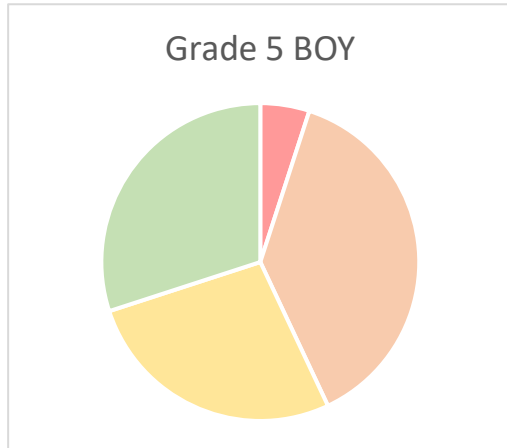
HAW 2-3-4-5 Imagine Math BOY vs MOY							
Classroom	Placement Benchmark % Far Below Basic	Placement Benchmark % Below Basic	Placement Benchmark % Basic	Placement Benchmark % Proficient		MOY Benchmark % Far Below Basic	MOY Benchmark % Below Basic
Grade 2							
Grade 3	15%	20%	42%	23%			
Grade 4							
	28%	31%	23%	18%			
Grade 5	5%	38%	27%	30%			

HAW 3-4-5 Imagine Math BOY vs MOY

MOY Benchmark % Basic	MOY Benchmark % Proficient









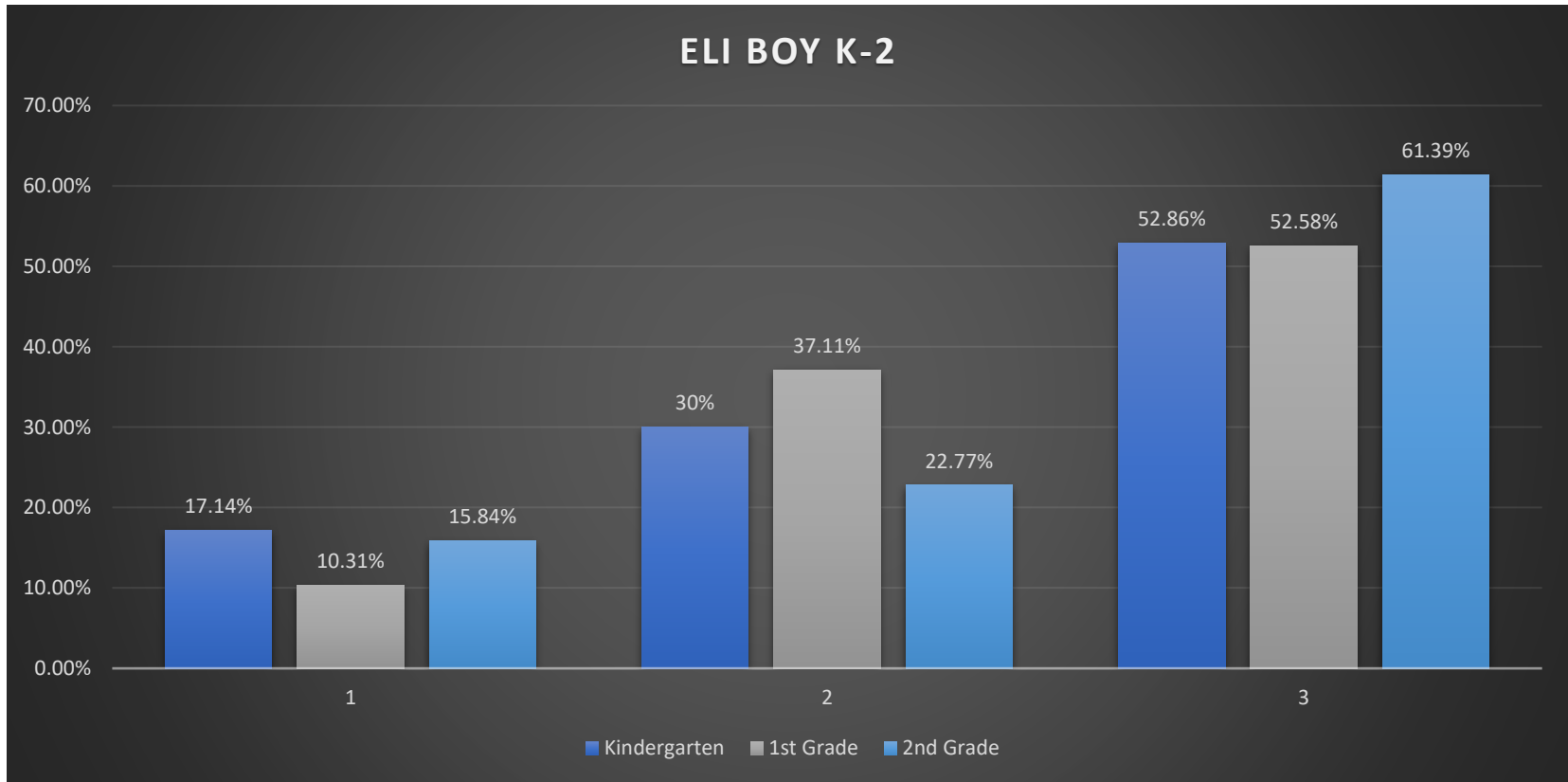
Mildred M. Hawk Elementary School
2300 Oakmont Drive
Corinth, Texas 76210
(940) 369-1800
Fax (940) 321- 1872



Principal, Mrs. Robin Brownell



Assistant Principal, Mrs. Lacey Wells



- 1: Beginning
- 2: Developing
- 3: Meets Standards

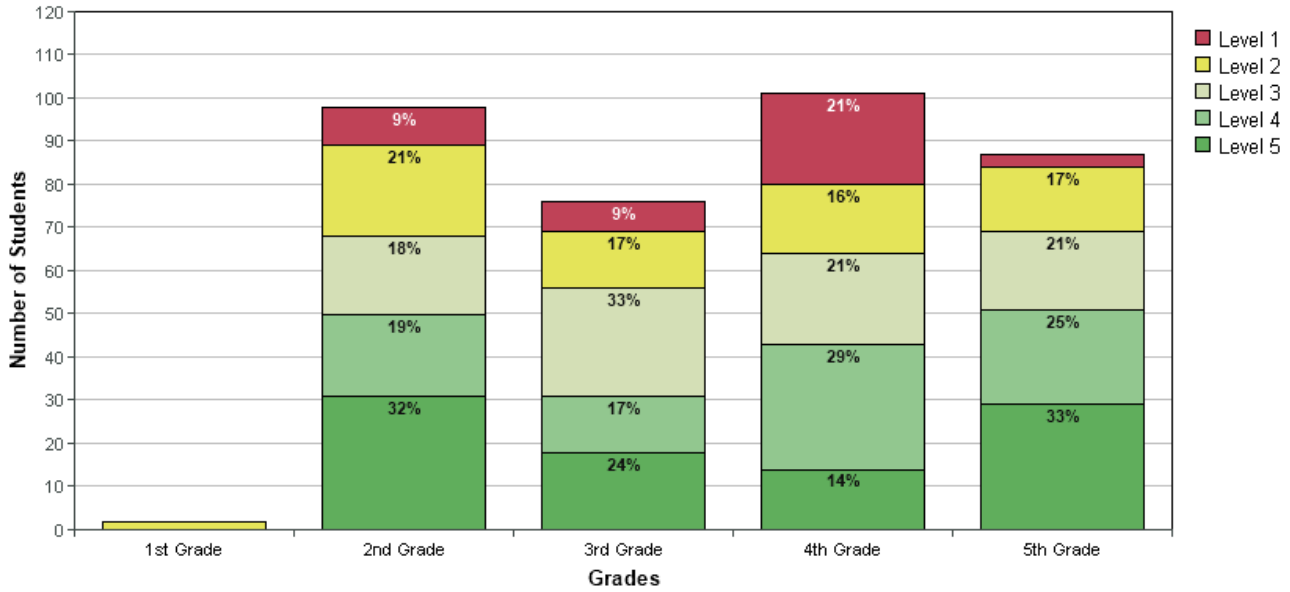
Summary

ISIP™ Early Reading results for Mildred M Hawk Elementary Sch



Denton Ind School District - 2020/2021
as of Fri Oct 23 2020 02:41:22 PM (-05:00)

All Grades - Sep 2020



 View as CSV

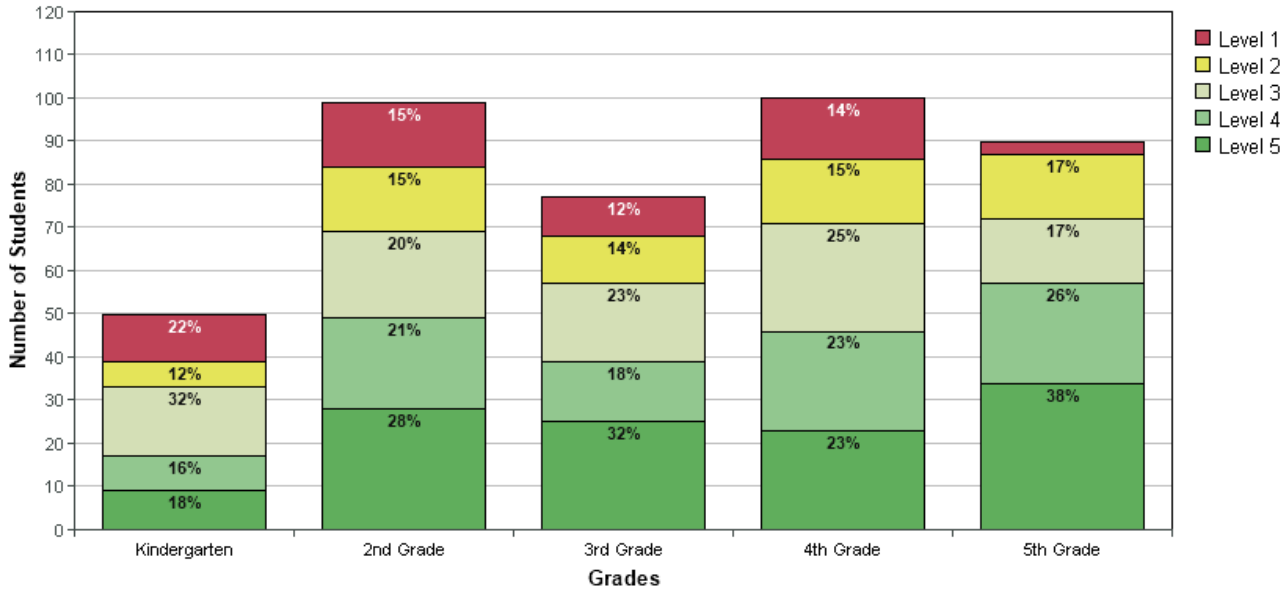
Summary

ISIP™ Early Reading results for Mildred M Hawk Elementary Sch



Denton Ind School District - 2020/2021
as of Fri Oct 23 2020 02:40:23 PM (-05:00)

All Grades - Oct 2020



View as CSV

Denton Independent School District
McNair Elementary
2020-2021 Campus Improvement Plan



McNair
ELEMENTARY

Mission Statement

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students

Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

Value Statement

Respect - High Expectations - Enthusiasm - Teamwork - Fun

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- K-5 students
- Staff (including teachers, paraprofessional and other support staff)
- Parents
- Community
- Business partners
- Title I campus

Demographics Strengths

- Diverse student population including monolingual, bilingual and deaf education students
- Overall strong attendance
- Strong special program representation

Student Learning

Student Learning Summary

- TAPR report in addendums
- ELI/SELI reports in addendums

Student Learning Strengths

- TAPR report in addendums
- ELI reports in addendums
- As a campus, our student's gaps are minimized by the time they leave 5th grade through intentional, targeted intervention work
- Teachers collaborate to meet the needs of the students
- Students can work with varying staff on campus to ensure we're meeting needs and filling gaps

School Processes & Programs

School Processes & Programs Summary

- Bilingual program (1 class/grade level)
- Regional Day School Program for the Deaf
- Reading Recovery Teacher
- Reading Interventionist
- Math Interventionist
- Bilingual Interventionist
- Dyslexia Therapist

School Processes & Programs Strengths

- Cohesive, collaborative staff
- Diversity with programs
- Highly qualified teaching staff

Perceptions

Perceptions Summary

- We realize we serve a diverse student body and try to meet the varying needs
- We promote a climate of inclusiveness and family
- We believe that all students can learn - it is our job to figure out how they do that best
- Staff is fairly established and many have been here for many years

Perceptions Strengths

- Great parent/school relationships
- Staff is collaborative and works well together
- We focus on meeting the needs of the whole child

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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 Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data
- Local Accountability Systems (LAS) 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: McNair Elementary will continue to improve instruction through implementation of workshop model, assessment literacy strategies, effective PLCs, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2021.





HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.</p> <p>Strategy's Expected Result/Impact: Students being able to understand and verbalize what they are learning each day; students receiving appropriate and timely feedback</p> <p>Staff Responsible for Monitoring: Teachers, Coach, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A - \$8,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers will implement research-based strategies to support student learning such as: workshop in math, reading and writing, Lucy Calkins Units of Study and AFL strategies and utilize the correct resources to do so.</p> <p>Strategy's Expected Result/Impact: Collaboration and cohesion among teachers; greater student ownership of learning; increased student understanding and application through work samples and assessments</p> <p>Staff Responsible for Monitoring: Teachers, Reading Interventionist, Math Interventionist, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Subs for teacher collaboration and continued PD - Title I, Part A - \$10,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers will work with their team and coaches to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student.</p> <p>Strategy's Expected Result/Impact: Collaboration and cohesion among teachers; intervening on the exact needs of students; using data to drive instruction in small groups</p> <p>Staff Responsible for Monitoring: Teachers, Coach, Reading Interventionist, Math Interventionist, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Daily intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the math and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grades K-2 by the Reading Recovery teacher.</p> <p>Strategy's Expected Result/Impact: Targeting the specific needs of those at-risk students; increased student achievement</p> <p>Staff Responsible for Monitoring: Math Interventionist, Reading Interventionist, Reading Recovery Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Reading and Math Interventionists - Title I, Part A - \$78,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.</p> <p>Strategy's Expected Result/Impact: Data driven instruction</p> <p>Staff Responsible for Monitoring: Teachers, coach, admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May





<p>Strategy 6: Special education student progress towards IEP goals and classroom goals will be closely monitored and supported to ensure achievement gains.</p> <p>Strategy's Expected Result/Impact: Students with IEPs will be monitored closely to ensure steady progress. IEP adjustments will be made when needed.</p> <p>Staff Responsible for Monitoring: Teachers, SPED teacher, interventionists, admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: MTSS systems, processes and procedures will continue to be strengthened to ensure that the needs of all students are addressed in an appropriate, timely and intentional manner.</p> <p>Strategy's Expected Result/Impact: Ensure precise progress monitoring of students, intervention tracking and taking next steps on solid data.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, admin, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Teachers will effectively communicate with parents in a timely manner in regards to their students and what is going on in their class and the school.</p> <p>Strategy's Expected Result/Impact: Help parents stay involved and knowledgeable especially with limited access as of now to the building</p> <p>Staff Responsible for Monitoring: Teachers,</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: The campus will continue to provide increased communication to parents in both Spanish and English so all parents are aware of their student's school experience.</p> <p>Strategy's Expected Result/Impact: Increased involvement and overall knowledge about what is happening within the school with our Spanish speaking families.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: McNair Elementary will focus on the social/emotional well-being of our students and staff. We will do this by implementing restorative practices, establishing strong relationships, building a sense of community and honor our staff in various ways throughout the year. This will be evidenced by a drop of 10% of students being out of class due to behavior concerns and showing appreciation and honor to our staff.

<p>Strategy 1: Staff will work to form meaningful relationships with each student in their class.</p> <p>Strategy's Expected Result/Impact: Students will have deeper connections with staff across the campus.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, admin, para staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Staff will focus on ensuring the basic needs of students are met so maximum learning can occur.</p> <p>Strategy's Expected Result/Impact: Students will not be focused on trying to get basic needs met so that they're able to fully focus on and excel with their learning.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, admin</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Our staff will feel validated and appreciated for their work through small acts of kindness, positive feedback on their work, recognition for the work and take part in school community activities as able.</p> <p>Strategy's Expected Result/Impact: Staff feel supported and appreciated</p> <p>Staff Responsible for Monitoring: Teachers, counselor, interventionists, para, admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for McNair Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lauren Willison	District Instructional Coach		1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Perez	Math Interventionist		.5
Rachel Miller	Reading Interventionist		.5

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,000.00
1	1	2	Subs for teacher collaboration and continued PD		\$10,000.00
1	1	4	Reading and Math Interventionists		\$78,000.00
Sub-Total					\$96,000.00
Grand Total					\$96,000.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **MCNAIR EL**

Campus Number: **061901106**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	83%	86%	73%	89%	-	*	-	*	63%	80%	85%	67%	63%	80%
	2018	77%	82%	89%	80%	73%	93%	-	*	-	*	36%	100%	88%	93%	83%	75%
At Meets Grade Level or Above	2019	45%	45%	49%	57%	36%	56%	-	*	-	*	13%	80%	52%	22%	30%	30%
	2018	43%	45%	57%	30%	27%	69%	-	*	-	*	9%	67%	58%	53%	36%	0%
At Masters Grade Level	2019	27%	27%	34%	43%	23%	42%	-	*	-	*	13%	80%	36%	22%	19%	10%
	2018	25%	24%	39%	20%	13%	48%	-	*	-	*	9%	33%	41%	33%	22%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	83%	57%	82%	86%	-	*	-	*	63%	100%	87%	56%	70%	90%
	2018	78%	81%	92%	100%	87%	93%	-	*	-	*	82%	83%	93%	87%	89%	88%
At Meets Grade Level or Above	2019	49%	49%	44%	43%	27%	56%	-	*	-	*	31%	40%	46%	33%	22%	0%
	2018	47%	48%	66%	50%	47%	74%	-	*	-	*	36%	83%	65%	73%	56%	75%
At Masters Grade Level	2019	25%	24%	30%	29%	23%	36%	-	*	-	*	13%	40%	31%	22%	15%	0%
	2018	23%	22%	31%	20%	13%	36%	-	*	-	*	0%	33%	31%	33%	17%	38%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	85%	64%	65%	95%	-	*	-	*	64%	*	84%	90%	81%	38%
	2018	73%	78%	89%	75%	95%	90%	-	*	-	*	60%	100%	98%	70%	81%	100%
At Meets Grade Level or Above	2019	44%	47%	57%	27%	30%	69%	-	*	-	*	29%	*	57%	57%	47%	13%
	2018	46%	52%	72%	42%	77%	78%	-	*	-	*	40%	50%	78%	59%	69%	60%
At Masters Grade Level	2019	22%	23%	34%	9%	5%	45%	-	*	-	*	7%	*	31%	43%	15%	13%
	2018	24%	27%	36%	25%	23%	45%	-	*	-	*	20%	0%	38%	33%	19%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	83%	100%	70%	86%	-	*	-	*	57%	*	82%	86%	81%	50%
	2018	78%	82%	89%	92%	92%	87%	-	*	-	*	64%	100%	94%	80%	86%	86%
At Meets Grade Level or Above	2019	48%	54%	57%	27%	30%	71%	-	*	-	*	36%	*	57%	57%	49%	13%
	2018	49%	51%	60%	31%	58%	66%	-	*	-	*	27%	71%	63%	53%	46%	43%
At Masters Grade Level	2019	28%	34%	37%	18%	15%	45%	-	*	-	*	14%	*	38%	33%	32%	13%
	2018	27%	29%	35%	15%	21%	47%	-	*	-	*	18%	14%	39%	27%	26%	29%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	72%	73%	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
	2018	63%	69%	70%	54%	71%	74%	-	*	-	*	25%	71%	75%	60%	63%	29%
At Meets Grade Level or Above	2019	35%	40%	51%	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%
	2018	39%	45%	43%	31%	42%	46%	-	*	-	*	17%	43%	51%	27%	31%	14%
At Masters Grade Level	2019	11%	13%	18%	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
	2018	11%	12%	13%	8%	8%	15%	-	*	-	*	8%	0%	14%	10%	6%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	87%	89%	85%	87%	-	*	-	*	31%	88%	92%	75%	76%	71%
	2018	84%	89%	88%	91%	78%	89%	*	*	-	*	30%	60%	89%	81%	84%	100%
At Meets Grade Level or Above	2019	54%	63%	61%	22%	62%	68%	-	*	-	*	31%	50%	65%	50%	39%	43%
	2018	54%	59%	63%	45%	48%	69%	*	*	-	*	20%	60%	68%	43%	44%	44%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	35%	43%	11%	38%	51%	-	*	-	*	23%	25%	43%	42%	27%	0%
	2018	26%	28%	33%	9%	22%	40%	*	*	-	*	0%	20%	33%	33%	19%	0%
Grade 5 Mathematics^A																	
At Approaches Grade Level or Above	2019	90%	94%	98%	100%	96%	98%	-	*	-	*	85%	100%	100%	92%	94%	86%
	2018	91%	94%	97%	100%	92%	98%	*	*	-	*	73%	100%	97%	95%	94%	100%
At Meets Grade Level or Above	2019	58%	65%	85%	89%	77%	87%	-	*	-	*	62%	100%	88%	75%	70%	57%
	2018	58%	65%	82%	64%	71%	89%	*	*	-	*	36%	80%	84%	73%	76%	89%
At Masters Grade Level	2019	36%	43%	64%	44%	62%	68%	-	*	-	*	31%	100%	70%	50%	39%	57%
	2018	30%	32%	46%	27%	29%	58%	*	*	-	*	9%	20%	51%	27%	27%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	79%	93%	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
	2018	76%	80%	86%	73%	65%	95%	*	*	-	*	40%	60%	86%	86%	75%	78%
At Meets Grade Level or Above	2019	49%	54%	74%	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
	2018	41%	44%	62%	36%	43%	75%	*	*	-	*	20%	60%	62%	62%	53%	33%
At Masters Grade Level	2019	24%	27%	49%	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%
	2018	17%	17%	34%	9%	13%	45%	*	*	-	*	0%	20%	34%	33%	31%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	85%	78%	78%	90%	-	87%	-	91%	56%	96%	86%	83%	76%	66%
	2018	77%	81%	87%	82%	82%	90%	*	100%	-	88%	51%	85%	90%	80%	82%	82%
At Meets Grade Level or Above	2019	50%	54%	60%	41%	47%	69%	-	65%	-	64%	30%	78%	61%	57%	44%	28%
	2018	48%	53%	63%	41%	53%	71%	*	91%	-	56%	26%	64%	66%	54%	51%	45%
At Masters Grade Level	2019	24%	26%	38%	22%	30%	45%	-	48%	-	55%	16%	59%	39%	35%	22%	18%
	2018	22%	24%	34%	16%	18%	42%	*	57%	-	38%	8%	17%	35%	28%	21%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	78%	85%	78%	75%	91%	-	89%	-	*	53%	88%	87%	80%	75%	64%
	2018	74%	79%	89%	82%	83%	91%	*	100%	-	100%	42%	88%	91%	79%	83%	91%
At Meets Grade Level or Above	2019	48%	52%	56%	33%	44%	65%	-	67%	-	*	23%	71%	58%	48%	40%	28%
	2018	46%	52%	64%	39%	53%	72%	*	89%	-	67%	23%	59%	67%	52%	49%	32%
At Masters Grade Level	2019	21%	24%	37%	19%	24%	46%	-	44%	-	*	14%	47%	36%	39%	20%	8%
	2018	19%	22%	36%	18%	20%	44%	*	56%	-	50%	10%	18%	37%	33%	20%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	88%	89%	84%	90%	-	89%	-	*	67%	100%	89%	83%	82%	76%
	2018	81%	84%	93%	97%	90%	93%	*	100%	-	83%	73%	94%	95%	87%	89%	92%
At Meets Grade Level or Above	2019	52%	55%	63%	52%	47%	72%	-	56%	-	*	42%	82%	63%	61%	49%	20%
	2018	50%	53%	70%	47%	60%	77%	*	89%	-	67%	33%	78%	71%	64%	59%	71%
At Masters Grade Level	2019	26%	29%	44%	30%	35%	50%	-	44%	-	*	19%	76%	46%	39%	30%	20%
	2018	24%	25%	38%	21%	22%	47%	*	44%	-	33%	9%	22%	41%	28%	23%	33%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	73%	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
	2018	66%	72%	70%	54%	71%	74%	-	*	-	*	25%	71%	75%	60%	63%	29%
At Meets Grade Level or Above	2019	38%	44%	51%	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%
	2018	41%	48%	43%	31%	42%	46%	-	*	-	*	17%	43%	51%	27%	31%	14%
At Masters Grade Level	2019	14%	17%	18%	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
	2018	13%	14%	13%	8%	8%	15%	-	*	-	*	8%	0%	14%	10%	6%	0%

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	93%	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
	2018	80%	83%	86%	73%	65%	95%	*	*	-	*	40%	60%	86%	86%	75%	78%
At Meets Grade Level or Above	2019	54%	58%	74%	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
	2018	51%	55%	62%	36%	43%	75%	*	*	-	*	20%	60%	62%	62%	53%	33%
At Masters Grade Level	2019	25%	27%	49%	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%
	2018	23%	26%	34%	9%	13%	45%	*	*	-	*	0%	20%	34%	33%	31%	22%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 548
Grade Span: PK - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: MCNAIR EL
Campus Number: 061901106

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	61	68	64	67	69	-	*	-	*	64	*	69	66	63	*
	2018	63	63	74	82	61	79	-	*	-	*	80	67	75	73	77	60
Grade 4 Mathematics	2019	65	73	68	59	62	71	-	*	-	*	68	*	70	63	64	50
	2018	65	67	62	63	63	63	-	*	-	*	64	71	66	52	67	86
Grade 5 ELA/Reading	2019	81	84	75	72	71	76	-	*	-	*	59	81	72	82	65	67
	2018	80	82	78	82	84	76	*	*	-	*	55	80	78	82	74	88
Grade 5 Mathematics	2019	83	89	98	100	96	99	-	*	-	*	100	100	99	95	95	100
	2018	81	83	97	100	100	94	*	*	-	*	89	90	97	98	98	100
All Grades Both Subjects	2019	69	70	77	73	76	78	-	80	-	92	72	92	77	77	70	73
	2018	69	70	78	81	77	78	*	80	-	81	71	76	80	73	79	86
All Grades ELA/Reading	2019	68	69	71	68	69	72	-	80	-	*	62	83	70	74	63	70
	2018	69	70	76	82	73	77	*	80	-	*	68	73	76	77	75	77
All Grades Mathematics	2019	70	72	82	78	82	83	-	80	-	*	82	100	83	80	77	75
	2018	70	70	80	80	81	79	*	80	-	*	75	79	83	70	82	94

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	45%	29%	33%	17%	33%	-	-	-	-	21%	35%	*
	2018	38%	45%	47%	*	*	47%	-	-	-	-	*	44%	*
Mathematics	2019	45%	50%	61%	*	60%	64%	-	-	-	*	50%	58%	*
	2018	47%	53%	83%	100%	88%	56%	-	*	-	*	58%	72%	83%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	85%	89%	81%	85%	-	*	-	*	31%	73%	67%
Students Requiring Accelerated Instruction														
	2019	22%	16%	15%	11%	19%	15%	-	*	-	*	69%	27%	33%
STAAR Cumulative Met Standard														
	2019	86%	91%	87%	89%	85%	87%	-	*	-	*	31%	76%	67%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	98%	100%	96%	98%	-	*	-	*	85%	94%	83%
Students Requiring Accelerated Instruction														
	2019	17%	12%	2%	0%	4%	2%	-	*	-	*	15%	6%	17%
STAAR Cumulative Met Standard														
	2019	90%	94%	98%	100%	96%	98%	-	*	-	*	85%	94%	83%

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 548
 Grade Span: PK - 05
 (Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	85%	-	-	-	-	63%	63%	-	-	63%	63%
	2018	77%	81%	87%	-	-	-	-	80%	80%	-	-	80%	80%
At Meets Grade Level or Above	2019	50%	54%	60%	-	-	-	-	24%	24%	-	-	24%	24%
	2018	48%	53%	63%	-	-	-	-	41%	41%	-	-	41%	41%
At Masters Grade Level	2019	24%	26%	38%	-	-	-	-	15%	15%	-	-	15%	15%
	2018	22%	24%	34%	-	-	-	-	16%	16%	-	-	16%	16%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	78%	85%	-	-	-	-	61%	61%	-	-	61%	61%
	2018	74%	79%	89%	-	-	-	-	90%	90%	-	-	90%	90%
At Meets Grade Level or Above	2019	48%	52%	56%	-	-	-	-	26%	26%	-	-	26%	26%
	2018	46%	52%	64%	-	-	-	-	25%	25%	-	-	25%	25%
At Masters Grade Level	2019	21%	24%	37%	-	-	-	-	9%	9%	-	-	9%	9%
	2018	19%	22%	36%	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	85%	88%	-	-	-	-	74%	74%	-	-	74%	74%
	2018	81%	84%	93%	-	-	-	-	91%	91%	-	-	91%	91%
At Meets Grade Level or Above	2019	52%	55%	63%	-	-	-	-	17%	17%	-	-	17%	17%
	2018	50%	53%	70%	-	-	-	-	68%	68%	-	-	68%	68%
At Masters Grade Level	2019	26%	29%	44%	-	-	-	-	17%	17%	-	-	17%	17%
	2018	24%	25%	38%	-	-	-	-	32%	32%	-	-	32%	32%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	74%	73%	-	-	-	-	14%	14%	-	-	14%	14%
	2018	66%	72%	70%	-	-	-	-	0%	0%	-	-	0%	0%
At Meets Grade Level or Above	2019	38%	44%	51%	-	-	-	-	14%	14%	-	-	14%	14%
	2018	41%	48%	43%	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	14%	17%	18%	-	-	-	-	14%	14%	-	-	14%	14%
	2018	13%	14%	13%	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	93%	-	-	-	-	83%	83%	-	-	83%	83%
	2018	80%	83%	86%	-	-	-	-	78%	78%	-	-	78%	78%
At Meets Grade Level or Above	2019	54%	58%	74%	-	-	-	-	50%	50%	-	-	50%	50%
	2018	51%	55%	62%	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	25%	27%	49%	-	-	-	-	33%	33%	-	-	33%	33%
	2018	23%	26%	34%	-	-	-	-	22%	22%	-	-	22%	22%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	70%	77%	-	-	-	-	78%	78%	-	-	78%	78%
	2018	69%	70%	78%	-	-	-	-	90%	90%	-	-	90%	90%
All Grades ELA/Reading	2019	68%	69%	71%	-	-	-	-	75%	75%	-	-	75%	75%
	2018	69%	70%	76%	-	-	-	-	86%	86%	-	-	86%	86%
All Grades Mathematics	2019	70%	72%	82%	-	-	-	-	80%	80%	-	-	80%	80%
	2018	70%	70%	80%	-	-	-	-	93%	93%	-	-	93%	93%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	45%	29%	-	-	-	-	*	*	-	-	*	*
	2018	38%	45%	47%	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	50%	61%	-	-	-	-	*	*	-	-	*	*
	2018	47%	53%	83%	-	-	-	-	83%	83%	-	-	83%	83%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	98%	100%	97%	97%	-	100%	-	100%	99%	95%	100%
Not Included in Accountability													
Mobile	4%	4%	2%	0%	3%	3%	-	0%	-	0%	1%	5%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	98%	100%	100%
Included in Accountability	94%	94%	96%	95%	94%	98%	*	92%	-	100%	98%	95%	100%
Not Included in Accountability													
Mobile	4%	5%	3%	5%	6%	2%	*	8%	-	0%	0%	5%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	2%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.0%	96.6%	96.9%	96.4%	96.6%	*	97.5%	*	*	95.7%	96.1%	96.9%
2016-17	95.7%	96.1%	96.8%	97.6%	96.3%	96.8%	*	97.4%	-	97.0%	95.4%	96.3%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 548

Grade Span: PK - 05

School Type: Elementary

District Name: DENTON ISD

Campus Name: MCNAIR EL

Campus Number: 061901106

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	1,835	347,893
By Ethnicity:				
African American	-	-	267	43,502
Hispanic	-	-	569	173,272
White	-	-	904	107,052
American Indian	-	-	12	1,226
Asian	-	-	53	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	29	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	193	49,432
Foundation H.S. Program (Endorsement)	-	-	12	16,542
Foundation H.S. Program (DLA)	-	-	1,622	272,526
Special Education Graduates	-	-	131	25,962
Economically Disadvantaged Graduates	-	-	605	166,956
LEP Graduates	-	-	145	21,359
At-Risk Graduates	-	-	421	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 548

Grade Span: PK - 05

School Type: Elementary

District Name: DENTON ISD

Campus Name: MCNAIR EL

Campus Number: 061901106

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	15.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	22.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	7.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	57.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	62.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	63.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1104	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	559	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	37.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	28.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	56.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 548
Grade Span: PK - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: MCNAIR EL
Campus Number: 061901106

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	548	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	31	5.7%	3.4%	4.4%
Kindergarten	86	15.7%	6.9%	6.9%
Grade 1	74	13.5%	7.1%	7.1%
Grade 2	96	17.5%	7.3%	7.2%
Grade 3	76	13.9%	7.1%	7.3%
Grade 4	96	17.5%	7.6%	7.6%
Grade 5	89	16.2%	7.7%	7.7%
Grade 6	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	63	11.5%	16.5%	12.6%
Hispanic	147	26.8%	31.1%	52.6%
White	310	56.6%	46.7%	27.4%
American Indian	2	0.4%	0.6%	0.4%
Asian	20	3.6%	3.4%	4.5%
Pacific Islander	2	0.4%	0.2%	0.2%
Two or More Races	4	0.7%	1.4%	2.4%
Economically Disadvantaged	254	46.4%	45.5%	60.6%
Non-Educationally Disadvantaged	294	53.6%	54.5%	39.4%
Section 504 Students	47	8.6%	11.3%	6.5%
English Learners (EL)	52	9.5%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	3	0.5%	1.1%	1.4%
Students w/ Dyslexia	14	2.6%	2.6%	3.6%
At-Risk	198	36.1%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	74			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	34.3%	42.4%
Students with Physical Disabilities	42	56.8%	25.2%	21.9%
Students with Autism	*	*	10.7%	13.7%
Students with Behavioral Disabilities	19	25.7%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	47	9.6%	15.1%	15.4%

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information**

Total Students: 548
Grade Span: PK - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: MCNAIR EL
Campus Number: 061901106

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	7	1.4%		
Hispanic	15	3.1%		
White	20	4.1%		
American Indian	2	0.4%		
Asian	3	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	20.0%	8.4%	6.2%
Grade 1	3.7%	0.8%	3.1%	0.0%	3.8%	5.5%
Grade 2	3.2%	0.4%	1.8%	0.0%	1.1%	2.3%
Grade 3	0.0%	0.2%	1.1%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.3%	0.5%	0.0%	1.1%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.2%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.4%	0.7%
Grade 9	-	3.4%	7.2%	-	1.2%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.8	16.9	18.9
Grade 1	16.9	17.3	18.8
Grade 2	17.7	17.4	18.7
Grade 3	16.9	18.5	18.9
Grade 4	17.7	18.8	19.2
Grade 5	17.8	19.5	21.2
Grade 6	-	20.8	20.4
Secondary:			
English/Language Arts	-	19.5	16.6
Foreign Languages	-	18.3	18.9
Mathematics	-	19.4	17.8
Science	-	20.2	18.9
Social Studies	-	21.8	19.3

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information**

Total Students: 548
Grade Span: PK - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: MCNAIR EL
Campus Number: 061901106

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.9	100.0%	100.0%	100.0%
Professional Staff:	53.0	84.2%	74.8%	64.1%
Teachers	41.9	66.7%	57.9%	49.8%
Professional Support	10.0	16.0%	13.4%	10.1%
Campus Administration (School Leadership)	1.0	1.6%	2.8%	3.0%
Educational Aides:	9.9	15.8%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	1.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	9.9	15.8%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.8%	8.1%	10.6%
Hispanic	2.0	4.8%	14.0%	27.7%
White	35.3	84.2%	74.8%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.4%	0.9%	1.7%
Pacific Islander	1.0	2.4%	0.1%	0.2%
Two or More Races	0.6	1.5%	1.9%	1.1%
Males	2.0	4.8%	24.5%	23.8%
Females	39.9	95.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.6	1.5%	7.6%	1.4%
Bachelors	31.0	74.0%	64.4%	73.6%
Masters	10.3	24.5%	27.3%	24.3%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.3%	7.0%
1-5 Years Experience	7.6	18.1%	26.8%	28.9%
6-10 Years Experience	11.0	26.2%	21.7%	19.0%
11-20 Years Experience	15.0	35.7%	33.2%	29.3%
Over 20 Years Experience	8.4	19.9%	14.0%	15.7%
Number of Students per Teacher	13.1	n/a	13.4	15.1

District Name: DENTON ISD
 Campus Name: MCNAIR EL
 Campus Number: 061901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 548
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	6.1	5.4
Average Years Experience of Assistant Principals	0.0	5.7	5.3
Average Years Experience of Assistant Principals with District	0.0	5.1	4.7
Average Years Experience of Teachers:	13.0	11.1	11.1
Average Years Experience of Teachers with District:	8.7	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,389	\$47,218
1-5 Years Experience	\$53,992	\$54,043	\$50,408
6-10 Years Experience	\$55,681	\$55,902	\$52,786
11-20 Years Experience	\$57,739	\$58,273	\$56,041
Over 20 Years Experience	\$62,973	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,562	\$57,037	\$54,122
Professional Support	\$43,456	\$61,015	\$64,069
Campus Administration (School Leadership)	\$92,843	\$81,909	\$78,947
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	50	9.1%	14.7%	19.7%
Career & Technical Education	0	0.0%	30.4%	26.3%
Gifted & Talented Education	47	8.6%	10.9%	8.1%
Special Education	74	13.5%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.4%	2.1%	6.4%
Career & Technical Education	0.0	0.0%	4.8%	4.9%
Compensatory Education	1.0	2.4%	0.9%	2.7%
Gifted & Talented Education	1.5	3.5%	1.4%	2.0%
Regular Education	33.0	78.8%	79.5%	71.4%
Special Education	5.4	13.0%	7.1%	9.1%
Other	0.0	0.0%	4.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

1st BOY SELI 20-21

Student Name	SPED	LEP	Dict	Dict Lvl	LID	LID Lvl	L Sds	L Sds Lvl	List Comp	List Comp Lvl	Wrtg	Wrtg Lvl	PA	PA Lvl	TL	TL Lvl	WL	WL Lvl	Overall
Aguilar Reyna, Alexa	No	LEP	15	Beginning	33	Beginning	9	Beginning	3	Developing	5	Beginning	1	Beginning	15	Meets Standard	6	Beginning	Beginning
Blanco Acosta, Jayden	No	LEP	0	Beginning	10	Beginning	6	Beginning	5	Meets Standard	4	Beginning	1	Beginning	6	Meets Standard	1	Beginning	Beginning
Diaz, Isaac	Yes	LEP	0	Beginning	38	Beginning	21	Beginning	4	Meets Standard	3	Beginning	1	Beginning	12	Meets Standard	3	Beginning	Beginning
Diego-Lopez, Henry	No	LEP	0	Beginning	46	Beginning	24	Developing	3	Developing	4	Beginning	2	Developing	2	Beginning	2	Beginning	Beginning
Sanchez, Keyla	Yes	LEP	0	Beginning	5	Beginning	3	Beginning	0	Beginning	7	Beginning	0	Beginning	1	Beginning	0	Beginning	Beginning
Franco, Valentina	No	LEP	31	Developing	51	Developing	25	Developing	2	Developing	7	Beginning	2	Developing	80	Meets Standard	48	Meets Standard	Developing
Gonzalez, Jencarlos	No	LEP	5	Beginning	52	Developing	26	Developing	2	Developing	3	Beginning	2	Developing	23	Meets Standard	36	Meets Standard	Developing
Medina-Bermudez, Nicole	No	LEP	32	Developing	48	Beginning	24	Developing	5	Meets Standard	16	Developing	3	Meets Standard	94	Meets Standard	34	Developing	Developing
Mondragon, Alex	No	LEP	18	Developing	51	Developing	26	Developing	5	Meets Standard	12	Beginning	2	Developing	94	Meets Standard	38	Meets Standard	Developing
Rangel, Elizabeth	No	LEP	27	Developing	48	Beginning	23	Developing	4	Meets Standard	18	Developing	2	Developing	90	Meets Standard	36	Meets Standard	Developing
Reyes, Arianna	No	Other	24	Developing	55	Developing	26	Developing	5	Meets Standard	13	Beginning	1	Beginning	94	Meets Standard	13	Beginning	Developing
Roquez, Alain-Marcell	No	Other	23	Developing	44	Beginning	27	Meets Standard	3	Developing	17	Developing	2	Developing	97	Meets Standard	47	Meets Standard	Developing
Villalobos Cruz, Brianna	No	LEP	27	Developing	43	Beginning	24	Developing	1	Beginning	11	Beginning	2	Developing	97	Meets Standard	26	Developing	Developing
Aguilar-Morales, Ashley	No	LEP	18	Developing	58	Meets Standard	30	Meets Standard	3	Developing	6	Beginning	3	Meets Standard	29	Meets Standard	25	Developing	Meets Standard
Aguirre Casas, Carlos	No	LEP	31	Developing	56	Developing	28	Meets Standard	4	Meets Standard	7	Beginning	2	Developing	84	Meets Standard	48	Meets Standard	Meets Standard
Escamilla, Crystal	No	LEP	35	Meets Standard	60	Meets Standard	30	Meets Standard	5	Meets Standard	11	Beginning	3	Meets Standard	29	Meets Standard	38	Meets Standard	Meets Standard
Espinoza, Belinda	No	LEP	24	Developing	45	Beginning	29	Meets Standard	4	Meets Standard	10	Beginning	2	Developing	86	Meets Standard	46	Meets Standard	Meets Standard
Gonzalez Artilles, Ellen	No	LEP	34	Meets Standard	60	Meets Standard	30	Meets Standard	3	Developing	32	Meets Standard	3	Meets Standard	98	Meets Standard	48	Meets Standard	Meets Standard
Gonzalez, Maite	No	LEP	37	Meets Standard	50	Developing	27	Meets Standard	5	Meets Standard	33	Meets Standard	3	Meets Standard	100	Meets Standard	50	Meets Standard	Meets Standard
Martinez Maldonado, Noah	No	LEP	37	Meets Standard	60	Meets Standard	30	Meets Standard	5	Meets Standard	20	Developing	3	Meets Standard	98	Meets Standard	50	Meets Standard	Meets Standard
Zaragoza, Israel	No	LEP	38	Meets Standard	61	Meets Standard	30	Meets Standard	5	Meets Standard	19	Developing	3	Meets Standard	97	Meets Standard	50	Meets Standard	Meets Standard

1st Gr BOY ELI 20-21

Student Name	SPED	LEP	Dict	Dict Lvl	LID	LID Lvl	L Sds	L Sds Lvl	List Comp	List Comp Lvl	Wrtg	Wrtg Lvl	PA	PA Lvl	TL	TL Lvl	WL	WL Lvl	Overall
Birdsong, Lukas	No	Othe	21	Developing	52	Meets Standard	24	Meets Standard	3	Developing	7	Beginning	3	Meets Standard	1	Beginning	15	Beginning	Beginning
Blankfeld, Kerrian	No	Othe	2	Beginning	43	Beginning	11	Beginning	0	Beginning	11	Beginning	1	Beginning	1	Beginning	10	Beginning	Beginning
Carver, Kenden	No	Othe	8	Beginning	44	Beginning	15	Beginning	4	Meets Standard	13	Beginning	1	Beginning	2	Beginning	22	Developing	Beginning
Child, Cenedra	Yes	Othe	15	Beginning	49	Developing	22	Developing	1	Beginning	9	Beginning	2	Developing	2	Beginning	24	Developing	Beginning
Cornist, Raegan	No	Othe	17	Developing	51	Developing	22	Developing	1	Beginning	11	Beginning	3	Meets Standard	1	Beginning	1	Beginning	Beginning
Fremgen, Shawn	No	Othe	21	Developing	44	Beginning	19	Beginning	4	Meets Standard	11	Beginning	3	Meets Standard	3	Developing	12	Beginning	Beginning
Garcia, Millie	No	Othe	9	Beginning	48	Developing	24	Meets Standard	2	Developing	8	Beginning	0	Beginning	1	Beginning	18	Developing	Beginning
Grimes, Peggy	No	LEP	12	Beginning	44	Beginning	20	Developing	2	Developing	15	Beginning	4	Meets Standard	4	Developing	12	Beginning	Beginning
Huot, Daisy	Yes	Othe	0	Beginning	47	Developing	21	Developing	1	Beginning	11	Beginning	1	Beginning	2	Beginning	22	Developing	Beginning
Mateaki, Joshua	No	Othe	25	Developing	52	Meets Standard	22	Developing	1	Beginning	11	Beginning	1	Beginning	2	Beginning	35	Meets Standard	Beginning
Olson, Isaac	No	Othe	2	Beginning	44	Beginning	10	Beginning	3	Developing	11	Beginning	1	Beginning	1	Beginning	1	Beginning	Beginning
Raiborn, Liam	No	Othe	4	Beginning	46	Developing	12	Beginning	3	Developing	11	Beginning	2	Developing	1	Beginning	5	Beginning	Beginning
Romero, Sofia	Yes	Othe	0	Beginning	11	Beginning	1	Beginning	0	Beginning	1	Beginning	0	Beginning	10	Meets Standard	0	Beginning	Beginning
Schad, Josey	Yes	Othe	0	Beginning	38	Beginning	4	Beginning	0	Beginning	1	Beginning	0	Beginning	62	Meets Standard	0	Beginning	Beginning
Skidmore, Willow	No	Othe	27	Developing	43	Beginning	19	Beginning	2	Developing	1	Beginning	1	Beginning	2	Beginning	17	Developing	Beginning
Torres Alamo, Itzel	Yes	LEP	0	Beginning	12	Beginning	0	Beginning	0	Beginning	1	Beginning	0	Beginning	1	Beginning	0	Beginning	Beginning
Vasquez, Aaron	No	Othe	10	Beginning	51	Developing	23	Developing	4	Meets Standard	11	Beginning	3	Meets Standard	1	Beginning	7	Beginning	Beginning
Bondurant, Alexa	No	Othe	26	Developing	47	Developing	23	Developing	4	Meets Standard	21	Developing	3	Meets Standard	3	Developing	23	Developing	Developing
Broadhead, Grayson	No	Othe	30	Developing	52	Meets Standard	18	Beginning	4	Meets Standard	16	Developing	3	Meets Standard	16	Meets Standard	47	Meets Standard	Developing
Cabrera, Kayla	No	LEP	26	Developing	54	Meets Standard	25	Meets Standard	4	Meets Standard	16	Developing	0	Beginning	4	Developing	21	Developing	Developing
Carteret, Kipp	No	Othe	30	Developing	51	Developing	22	Developing	3	Developing	11	Beginning	3	Meets Standard	4	Developing	41	Meets Standard	Developing
Fausset, Reese	No	Othe	26	Developing	51	Developing	22	Developing	3	Developing	15	Beginning	3	Meets Standard	3	Developing	35	Meets Standard	Developing
Gohlke, Jake	Yes	Othe	26	Developing	53	Meets Standard	20	Developing	3	Developing	14	Beginning	2	Developing	6	Meets Standard	40	Meets Standard	Developing
Heidrich, Emmerson	No	Othe	21	Developing	51	Developing	20	Developing	3	Developing	17	Developing	4	Meets Standard	3	Developing	12	Beginning	Developing
Heitzman, Parker	No	Othe	31	Meets Standard	48	Developing	21	Developing	3	Developing	20	Developing	3	Meets Standard	4	Developing	44	Meets Standard	Developing
Leyva, Phoenix	No	Othe	26	Developing	51	Developing	25	Meets Standard	3	Developing	19	Developing	3	Meets Standard	3	Developing	23	Developing	Developing
Loftin, Macee	No	Othe	30	Developing	49	Developing	21	Developing	4	Meets Standard	16	Developing	4	Meets Standard	3	Developing	10	Beginning	Developing
Mathew, Elliette	No	Othe	29	Developing	49	Developing	20	Developing	4	Meets Standard	27	Meets Standard	3	Meets Standard	6	Meets Standard	41	Meets Standard	Developing
McCommas, Eliza	No	Othe	36	Meets Standard	53	Meets Standard	23	Developing	3	Developing	19	Developing	2	Developing	12	Meets Standard	45	Meets Standard	Developing
Miranda, Mallory	No	Othe	34	Meets Standard	45	Developing	18	Beginning	4	Meets Standard	20	Developing	3	Meets Standard	3	Developing	48	Meets Standard	Developing
Paez, Natalie	No	Othe	28	Developing	51	Developing	14	Beginning	2	Developing	19	Developing	3	Meets Standard	6	Meets Standard	43	Meets Standard	Developing
Pena, Jeremiah	No	Othe	30	Developing	48	Developing	25	Meets Standard	4	Meets Standard	11	Beginning	2	Developing	2	Beginning	20	Developing	Developing
Rittenhouse, Ean	No	Othe	25	Developing	53	Meets Standard	22	Developing	1	Beginning	10	Beginning	3	Meets Standard	4	Developing	39	Meets Standard	Developing
Sanford, Kayla	No	Othe	30	Developing	54	Meets Standard	26	Meets Standard	4	Meets Standard	17	Developing	4	Meets Standard	3	Developing	40	Meets Standard	Developing
Schrader, Audrey	No	Othe	36	Meets Standard	51	Developing	23	Developing	4	Meets Standard	24	Meets Standard	3	Meets Standard	4	Developing	34	Developing	Developing
Shead, Aveon	No	Othe	22	Developing	52	Meets Standard	18	Beginning	2	Developing	16	Developing	3	Meets Standard	4	Developing	37	Meets Standard	Developing
Strowe, Lowery	No	Othe	17	Developing	50	Developing	13	Beginning	4	Meets Standard	18	Developing	4	Meets Standard	3	Developing	45	Meets Standard	Developing
Sutcliffe, Hannah	No	Othe	33	Meets Standard	49	Developing	20	Developing	3	Developing	23	Meets Standard	3	Meets Standard	3	Developing	50	Meets Standard	Developing
Taylor, Kyla	No	Othe	25	Developing	48	Developing	20	Developing	3	Developing	11	Beginning	4	Meets Standard	3	Developing	15	Beginning	Developing
Waller, Isaac	No	Othe	13	Beginning	52	Meets Standard	23	Developing	2	Developing	11	Beginning	4	Meets Standard	3	Developing	11	Beginning	Developing
Wilkerson, Ariana	Yes	Othe	18	Developing	51	Developing	20	Developing	2	Developing	10	Beginning	2	Developing	3	Developing	41	Meets Standard	Developing
Andrews, Jude	No	Othe	35	Meets Standard	52	Meets Standard	22	Developing	4	Meets Standard	22	Meets Standard	3	Meets Standard	24	Meets Standard	48	Meets Standard	Meets Standard
Bejarano, Benjamin	No	Othe	32	Meets Standard	53	Meets Standard	26	Meets Standard	4	Meets Standard	26	Meets Standard	4	Meets Standard	14	Meets Standard	48	Meets Standard	Meets Standard
Bush, Boden	No	Othe	32	Meets Standard	51	Developing	21	Developing	4	Meets Standard	20	Developing	3	Meets Standard	14	Meets Standard	44	Meets Standard	Meets Standard
Cardwell, Connor	No	Othe	35	Meets Standard	54	Meets Standard	22	Developing	4	Meets Standard	17	Developing	4	Meets Standard	10	Meets Standard	41	Meets Standard	Meets Standard
Evans, Jonathan	No	Othe	32	Meets Standard	52	Meets Standard	23	Developing	4	Meets Standard	11	Beginning	4	Meets Standard	4	Developing	44	Meets Standard	Meets Standard
Harris, David	No	Othe	36	Meets Standard	54	Meets Standard	26	Meets Standard	4	Meets Standard	23	Meets Standard	4	Meets Standard	30	Meets Standard	50	Meets Standard	Meets Standard
Irvin, Addison	No	Othe	36	Meets Standard	54	Meets Standard	26	Meets Standard	4	Meets Standard	22	Meets Standard	4	Meets Standard	24	Meets Standard	50	Meets Standard	Meets Standard
Jacob, Silas	No	Othe	32	Meets Standard	52	Meets Standard	25	Meets Standard	3	Developing			4	Meets Standard			29	Developing	Meets Standard

Liberio, Brooklyn	No	Other	35	Meets Standard	53	Meets Standard	25	Meets Standard	4	Meets Standard	19	Developing	4	Meets Standard	10	Meets Standard	49	Meets Standard	Meets Standard
Meisner, Elliot	No	Other	19	Developing	53	Meets Standard	21	Developing	4	Meets Standard	23	Meets Standard	3	Meets Standard	6	Meets Standard	50	Meets Standard	Meets Standard
Moreno, Scarlett	No	Other	33	Meets Standard	53	Meets Standard	25	Meets Standard	5	Meets Standard	22	Meets Standard	3	Meets Standard	4	Developing	42	Meets Standard	Meets Standard
Mosharrof, Zaeem	No	Other	36	Meets Standard	54	Meets Standard	26	Meets Standard	3	Developing	27	Meets Standard	4	Meets Standard	40	Meets Standard	50	Meets Standard	Meets Standard
Navarro, Mia	No	Other	35	Meets Standard	51	Developing	26	Meets Standard	4	Meets Standard	27	Meets Standard	3	Meets Standard	12	Meets Standard	49	Meets Standard	Meets Standard
Onstad, Nora	No	Other	36	Meets Standard	52	Meets Standard	26	Meets Standard	5	Meets Standard	15	Beginning	4	Meets Standard	12	Meets Standard	48	Meets Standard	Meets Standard
Phillips, Harper	No	Other	36	Meets Standard	53	Meets Standard	25	Meets Standard	4	Meets Standard	23	Meets Standard	4	Meets Standard	14	Meets Standard	50	Meets Standard	Meets Standard
Price, Asher	No	Other	36	Meets Standard	53	Meets Standard	25	Meets Standard	5	Meets Standard	31	Meets Standard	4	Meets Standard	20	Meets Standard	49	Meets Standard	Meets Standard
Ray, Alton	No	Other	34	Meets Standard	51	Developing	23	Developing	2	Developing	18	Developing	4	Meets Standard	26	Meets Standard	50	Meets Standard	Meets Standard
Renfroe, Dallas	No	Other	33	Meets Standard	54	Meets Standard	26	Meets Standard	1	Beginning	20	Developing	3	Meets Standard	3	Developing	19	Developing	Meets Standard
Robinson, Bryson	No	Other	28	Developing	54	Meets Standard	26	Meets Standard	5	Meets Standard	16	Developing	2	Developing	8	Meets Standard	48	Meets Standard	Meets Standard
Sobotik, Lainey	No	Other	35	Meets Standard	54	Meets Standard	26	Meets Standard	5	Meets Standard	22	Meets Standard	4	Meets Standard	8	Meets Standard	49	Meets Standard	Meets Standard
Stegman, Grayson	No	Other	34	Meets Standard	53	Meets Standard	25	Meets Standard	4	Meets Standard	18	Developing	3	Meets Standard	3	Developing	37	Meets Standard	Meets Standard
Talley, Claire	No	Other	36	Meets Standard	54	Meets Standard	26	Meets Standard	4	Meets Standard	25	Meets Standard	4	Meets Standard	30	Meets Standard	50	Meets Standard	Meets Standard
Trebus, Charlotte	No	Other	36	Meets Standard	52	Meets Standard	26	Meets Standard	4	Meets Standard	30	Meets Standard	4	Meets Standard	20	Meets Standard	49	Meets Standard	Meets Standard
Vaught, Scarlett	No	Other	35	Meets Standard	52	Meets Standard	24	Meets Standard	4	Meets Standard	23	Meets Standard	3	Meets Standard	24	Meets Standard	48	Meets Standard	Meets Standard
Williams, Alyssa	No	LEP	35	Meets Standard	54	Meets Standard	25	Meets Standard	4	Meets Standard	25	Meets Standard	4	Meets Standard	14	Meets Standard	50	Meets Standard	Meets Standard

2nd Gr BOY SELI 20-21

Student Name	SPED	LEP	Eng TL	Eng TL Lvl	TL	TL Lvl	WL	WL Lvl	Wrtg	Wrtg Lvl	Overall
Avila, Alannis	No	LEP	2	Meets Standard	2	Beginning	12	Beginning	15	Beginning	Beginning
Mendoza, Jaylah	No	LEP	3	Meets Standard	10	Beginning	46	Meets Standard	21	Developing	Beginning
Portillo Beltran, Katherine	Yes	Othe	1	Meets Standard	1	Beginning	0	Beginning	11	Beginning	Beginning
Campos, Hayle	No	LEP	8	Meets Standard	14	Developing	48	Meets Standard	29	Meets Standard	Developing
Aguirre, Vanessa	No	LEP	14	Meets Standard	18	Meets Standard	50	Meets Standard	24	Developing	Meets Standard
Franco, Isabella	No	LEP	18	Meets Standard	18	Meets Standard	49	Meets Standard	24	Developing	Meets Standard

2nd Gr BOY ELI 20-21

Student Name	SPED	LEP	PA	PA Lvl	TL	TL Lvl	WL	WL Lvl	Wrtg	Wrtg Lvl	Overall
Cornist, Madalyn	No	Othe	4	Meets Standard	3	Beginning	8	Beginning	18	Developing	Beginning
Crockett Williams, Shaun	No	Othe	1	Beginning	8	Beginning	37	Meets Standard	15	Beginning	Beginning
Flores, Daniella	No	Othe	1	Beginning	4	Beginning	10	Beginning			Beginning
Flores, Yasmin	Yes	Othe	0	Beginning	1	Beginning	0	Beginning	3	Beginning	Beginning
Gutierrez Hernandez, Miguel	No	LEP	4	Meets Standard	4	Beginning	15	Beginning	21	Developing	Beginning
Hart, Adele	Yes	Othe	2	Developing	4	Beginning	22	Developing	24	Developing	Beginning
Hayes, Taylor	Yes	Othe	0	Beginning	0	Beginning	0	Beginning	0	Beginning	Beginning
Henry, Julius	Yes	Othe	2	Developing	3	Beginning	3	Beginning	18	Developing	Beginning
Juarez, Liliana	Yes	Othe	2	Developing	7	Beginning	20	Beginning	10	Beginning	Beginning
Martinez, Alan	Yes	LEP	0	Beginning	4	Beginning	6	Beginning	17	Beginning	Beginning
Neff, Alexa	Yes	Othe	2	Developing	2	Beginning	0	Beginning	5	Beginning	Beginning
Olson, James	No	Othe	2	Developing	1	Beginning	1	Beginning	15	Beginning	Beginning
Pena, Genesis	No	LEP	0	Beginning	12	Beginning	44	Meets Standard	32	Meets Standard	Beginning
Que, Leonel	No	Othe	0	Beginning	1	Beginning	8	Beginning	20	Developing	Beginning
Vasquez, Emmanuel	No	Othe	3	Developing	3	Beginning	8	Beginning	25	Developing	Beginning
Verhovshek, Elaine	Yes	Othe	2	Developing	6	Beginning	21	Developing	16	Beginning	Beginning
Allred, Hunter	No	Othe	5	Meets Standard	18	Meets Standard	50	Meets Standard	15	Beginning	Developing
Burke, Chance	No	Othe	5	Meets Standard	14	Developing	34	Developing	30	Meets Standard	Developing
Erekson, Greyson	No				18	Meets Standard	38	Meets Standard	23	Developing	Developing
Franks, Hudson	No	Othe	3	Developing	18	Meets Standard	48	Meets Standard	24	Developing	Developing
Godfrey, Sadie	No	Othe	3	Developing	14	Developing	41	Meets Standard	34	Meets Standard	Developing
Hart, Avery	Yes	Othe	5	Meets Standard	18	Meets Standard	34	Developing	24	Developing	Developing
Herrera Berlanga, Cassandra	No	LEP	2	Developing	4	Beginning	24	Developing	20	Developing	Developing
Holland, Bobby	No				18	Meets Standard	42	Meets Standard	17	Beginning	Developing
Johnson, Whyatt	No	Othe	3	Developing	30	Meets Standard	50	Meets Standard	24	Developing	Developing
Kolbo, Cameron	No	Othe	3	Developing	18	Meets Standard	46	Meets Standard	16	Beginning	Developing
Lane, Isaiah	No	Othe	3	Developing	14	Developing	45	Meets Standard	13	Beginning	Developing
Martinez, Joseph	No	Othe	3	Developing	18	Meets Standard	49	Meets Standard	15	Beginning	Developing
Munoz, Benjamin	No	Othe	4	Meets Standard	12	Beginning	49	Meets Standard			Developing
Murray, Jacob	No	Othe	5	Meets Standard	18	Meets Standard	47	Meets Standard	11	Beginning	Developing
Olvera, Luis	No	LEP	3	Developing	14	Developing	47	Meets Standard	22	Developing	Developing
Ramos, Aari	No	Othe	4	Meets Standard	12	Beginning	41	Meets Standard	17	Beginning	Developing

Reyes, Serenity	No	Othe	2	Developing	12	Beginning	32	Developing	22	Developing	Developing
Rodarte, Aviannah	No	Othe	3	Developing	14	Developing	44	Meets Standard	27	Meets Standard	Developing
Semanisin, Jaxon	No	Othe	5	Meets Standard	18	Meets Standard	46	Meets Standard	19	Developing	Developing
Semanisin, Raya	No	Othe	3	Developing	30	Meets Standard	50	Meets Standard	23	Developing	Developing
Smith, Dominic	No	Othe	5	Meets Standard	16	Developing	46	Meets Standard	30	Meets Standard	Developing
Smith, Silas	No	Othe	3	Developing	24	Meets Standard	48	Meets Standard	23	Developing	Developing
Benford, Breyonna	No	Othe	5	Meets Standard	20	Meets Standard	48	Meets Standard	30	Meets Standard	Meets Standard
Black, Mikayla	No	Othe	5	Meets Standard	18	Meets Standard	46	Meets Standard	18	Developing	Meets Standard
Burke, Carter	No	Othe	5	Meets Standard	16	Developing	46	Meets Standard	33	Meets Standard	Meets Standard
Burnett, Matthew	No	Othe	5	Meets Standard	20	Meets Standard	47	Meets Standard	28	Meets Standard	Meets Standard
Coleman, Timothy	No	Othe	5	Meets Standard	24	Meets Standard	49	Meets Standard	25	Developing	Meets Standard
Daffern, Grant	No	Othe	5	Meets Standard	20	Meets Standard	46	Meets Standard	26	Developing	Meets Standard
Davidson, Jay	No	Othe	5	Meets Standard	24	Meets Standard	48	Meets Standard	21	Developing	Meets Standard
Demirhan, Zeynep	No	LEP	5	Meets Standard	20	Meets Standard	49	Meets Standard	27	Meets Standard	Meets Standard
Dobbs, Ryan	No	Othe	5	Meets Standard	28	Meets Standard	49	Meets Standard	25	Developing	Meets Standard
Gaston, Samuel	No				19	Meets Standard	50	Meets Standard	29	Meets Standard	Meets Standard
Gonzales, Abraham	No						50	Meets Standard			Meets Standard
Guerra, Kayla	No	LEP	5	Meets Standard	28	Meets Standard	50	Meets Standard	29	Meets Standard	Meets Standard
Hernandez, Quinn	No				18	Meets Standard	40	Meets Standard	27	Meets Standard	Meets Standard
Hopson, Terry	Yes	Othe	5	Meets Standard	18	Meets Standard	42	Meets Standard	30	Meets Standard	Meets Standard
James, Aaliyah	No	Othe	3	Developing	20	Meets Standard	49	Meets Standard	36	Meets Standard	Meets Standard
Kalu, Precious	No	Othe	5	Meets Standard	34	Meets Standard	50	Meets Standard	41	Meets Standard	Meets Standard
Lock, Linden	Yes	Othe	5	Meets Standard	18	Meets Standard	48	Meets Standard	20	Developing	Meets Standard
Merrell, Makaylie	No	Othe	3	Developing	18	Meets Standard	47	Meets Standard	30	Meets Standard	Meets Standard
Navarro, Liana	No	Othe	3	Developing	24	Meets Standard	50	Meets Standard	30	Meets Standard	Meets Standard
Newberry, Ryker	No	Othe	3	Developing	20	Meets Standard	49	Meets Standard	30	Meets Standard	Meets Standard
Ortiz, Dominic	No				18	Meets Standard	48	Meets Standard	29	Meets Standard	Meets Standard
Pareenja, Kayraa	No	LEP			34	Meets Standard	50	Meets Standard	42	Meets Standard	Meets Standard
Pareenja, Kkanish	No	LEP			30	Meets Standard	50	Meets Standard	36	Meets Standard	Meets Standard
Parratt, Ethan	No				18	Meets Standard	43	Meets Standard	25	Developing	Meets Standard
Reynoso, Jaynie	No	LEP			24	Meets Standard	49	Meets Standard	39	Meets Standard	Meets Standard
Rodriguez, Elizabeth	No	Othe	5	Meets Standard	20	Meets Standard	45	Meets Standard	32	Meets Standard	Meets Standard
Rodriguez, Gabriella	No	Othe	3	Developing	18	Meets Standard	47	Meets Standard	36	Meets Standard	Meets Standard
Rybowicz, Kelly	No	Othe	5	Meets Standard	40	Meets Standard	49	Meets Standard	33	Meets Standard	Meets Standard

Schaefer, Maggie	No				40	Meets Standard	49	Meets Standard	38	Meets Standard	Meets Standard
Torres, Olivia	No	Othe	5	Meets Standard	18	Meets Standard	49	Meets Standard	34	Meets Standard	Meets Standard
Truax, William	No	Othe	5	Meets Standard	18	Meets Standard	45	Meets Standard	23	Developing	Meets Standard
Turner, Ayden	No				18	Meets Standard	47	Meets Standard	25	Developing	Meets Standard
White, Chantz	No	Othe	5	Meets Standard	30	Meets Standard	48	Meets Standard	20	Developing	Meets Standard
Wood, William	Yes	Othe	5	Meets Standard	40	Meets Standard	47	Meets Standard	27	Meets Standard	Meets Standard
Wright, Kyleigh	No	Othe	3	Developing	14	Developing	47	Meets Standard	21	Developing	Meets Standard
Zheng, Ansel	No				24	Meets Standard	50	Meets Standard	28	Meets Standard	Meets Standard

Kinder BOY SELI 20-21

Student Name	SPED	LEP	CAP	CAP Lvl	LID	LID Lvl	L Sds	L Sds Lvl	Wrtg	Wrtg Lvl	TL	TL Lvl	Overall
Aguilar, Hector	No	LEP	1	Beginning	4	Beginning	1	Beginning	15	Beginning	1	Meets Standard	Beginning
Cendejas, Amaya	No	LEP	7	Meets Stan	10	Beginning	5	Beginning	35	Meets Standard	1	Meets Standard	Beginning
Euceda Discua, Jacob	No	LEP	2	Beginning	12	Beginning	2	Beginning	20	Developing	1	Meets Standard	Beginning
Salinas, Genesis	No	LEP	3	Beginning	5	Beginning	0	Beginning	5	Beginning	1	Meets Standard	Beginning
Cabrera, April	No	LEP	7	Meets Stan	28	Developing	13	Developing	30	Meets Standard	1	Meets Standard	Developing
Lopez, Idania	No	LEP	7	Meets Stan	28	Developing	14	Developing	30	Meets Standard	1	Meets Standard	Developing
Ruvalcaba, Jonathan	Yes	LEP	6	Meets Stan	25	Developing	9	Beginning	40	Meets Standard	1	Meets Standard	Developing
Torres, Hugo	No	LEP	6	Meets Stan	22	Developing	6	Beginning	30	Meets Standard	1	Meets Standard	Developing
Velazquez, Axel	No	LEP	7	Meets Stan	21	Developing	13	Developing	25	Developing	1	Meets Standard	Developing
Castaneda Castilleja, Monserrat	No	Other	7	Meets Stan	41	Meets Standard	23	Meets Standard	30	Meets Standard	1	Meets Standard	Meets Standard
Delgado Ortega, Samuel	No	Other	7	Meets Stan	33	Meets Standard	11	Developing	40	Meets Standard	1	Meets Standard	Meets Standard
Espinoza Barrientos, Brittany	No	LEP	7	Meets Stan	59	Meets Standard	27	Meets Standard	40	Meets Standard	1	Meets Standard	Meets Standard
Noris Banuelos, Christopher	No	LEP	6	Meets Stan	49	Meets Standard	19	Meets Standard	35	Meets Standard	1	Meets Standard	Meets Standard
Rangel, Mateo	Yes	LEP	7	Meets Stan	59	Meets Standard	30	Meets Standard	30	Meets Standard	2	Meets Standard	Meets Standard
Reyes, Dalary	No	LEP	7	Meets Stan	54	Meets Standard	30	Meets Standard	50	Meets Standard	1	Meets Standard	Meets Standard
Tamez Romero, Ivan	No	LEP	7	Meets Stan	39	Meets Standard	22	Meets Standard	30	Meets Standard	2	Meets Standard	Meets Standard

Kinder BOY ELI 20-21

Student Name	SPED	LEP	CAP	CAP Lvl	LID	LID Lvl	L Sds	L Sds Lvl	Wrtg	Wrtg Lvl	TL	TL Lvl	Overall
Beechum, Serenity	No				6	Beginning	0	Beginning	21	Developing	1	Meets Standard	Beginning
Berrones, Elena	No				1	Beginning	0	Beginning	15	Beginning	0	Developing	Beginning
Black, Isabelle	Yes		3	Beginning	34	Meets Standard	0	Beginning	24	Developing	0	Developing	Beginning
Carteret, Tre	No		3	Beginning	7	Beginning	0	Beginning	12	Beginning	0	Developing	Beginning
Cook, Easley	No		3	Beginning	20	Developing	4	Beginning	27	Meets Standard	0	Developing	Beginning
Godfrey, Ava	No				2	Beginning	2	Beginning	18	Developing	0	Developing	Beginning
Gutierrez Hernandez, Yuritz	No		5	Developing	4	Beginning	0	Beginning	21	Developing	0	Developing	Beginning
Hernandez, Monica	No	LEP	4	Developing	25	Developing	4	Beginning	15	Beginning	0	Developing	Beginning
Hernandez, William	No	LEP	3	Beginning	5	Beginning	0	Beginning	15	Beginning	0	Developing	Beginning
Hopson, Cherish	No				5	Beginning	0	Beginning	12	Beginning	0	Developing	Beginning
Jasso, Joel	No				2	Beginning	0	Beginning	18	Developing	0	Developing	Beginning
Macias, Xavier	No		2	Beginning	0	Beginning	0	Beginning	12	Beginning	0	Developing	Beginning
Mims, Ari	Yes		2	Beginning	32	Meets Standard	1	Beginning	15	Beginning	0	Developing	Beginning
Ortiz, Eliana	No		2	Beginning	2	Beginning	0	Beginning	15	Beginning	0	Developing	Beginning
Shisler, Preston Shisler	No		2	Beginning	6	Beginning	0	Beginning	12	Beginning	0	Developing	Beginning
Walden, Madison	No		7	Meets Standard	16	Developing	0	Beginning	21	Developing	2	Meets Standard	Beginning
Alejandro Crespo, Fabian	No	LEP			25	Developing	6	Developing	15	Beginning	1	Meets Standard	Developing
Allred, River	No		6	Meets Standard	38	Meets Standard	13	Developing	24	Developing	1	Meets Standard	Developing
Bonham, Chloe	No				25	Developing	2	Beginning	18	Developing	1	Meets Standard	Developing
Buckley, Conner	No		5	Developing	46	Meets Standard	19	Meets Standard	18	Developing	0	Developing	Developing
Chewning, Brandon	Yes		7	Meets Standard	45	Meets Standard	13	Developing	21	Developing	1	Meets Standard	Developing
Clay, Raylee	No		4	Developing	12	Developing	8	Developing	15	Beginning	0	Developing	Developing
Coffey, Samiya	No		4	Developing	46	Meets Standard	16	Meets Standard	15	Beginning	0	Developing	Developing
De La Rosa, Jazziel	No		5	Developing	26	Developing	12	Developing	24	Developing	1	Meets Standard	Developing
Flemings, Derrick	No				44	Meets Standard	6	Developing	24	Developing	1	Meets Standard	Developing
Gonzales, Benjamin	Yes		7	Meets Standard	36	Meets Standard	3	Beginning	15	Beginning	1	Meets Standard	Developing
McCary, Ainsley	No		5	Developing	46	Meets Standard	13	Developing	18	Developing	1	Meets Standard	Developing
Plaza, Julian	No		5	Developing	27	Meets Standard	11	Developing	18	Developing	0	Developing	Developing
Ramsey, Nora	No		7	Meets Standard	42	Meets Standard	11	Developing	33	Meets Standard	1	Meets Standard	Developing
Tucker, Nicolette	No		7	Meets Standard	41	Meets Standard	9	Developing	21	Developing	0	Developing	Developing
Whitworth, Isabelle	No		6	Meets Standard	20	Developing	10	Developing	18	Developing	1	Meets Standard	Developing
Beechler, Macey	No		6	Meets Standard	53	Meets Standard	21	Meets Standard	24	Developing	2	Meets Standard	Meets Standard
Bricker, Liam	No		7	Meets Standard	52	Meets Standard	18	Meets Standard	33	Meets Standard	1	Meets Standard	Meets Standard
Cameron, Olivia	No		7	Meets Standard	52	Meets Standard	26	Meets Standard	21	Developing	1	Meets Standard	Meets Standard
Carter, Juliana	No		5	Developing	54	Meets Standard	18	Meets Standard	21	Developing	3	Meets Standard	Meets Standard
Cocke, Clara	No				53	Meets Standard	17	Meets Standard					Meets Standard
Dobbs, Alex	No		6	Meets Standard	52	Meets Standard	18	Meets Standard	21	Developing	2	Meets Standard	Meets Standard
Duncan, Kyra	No		5	Developing	54	Meets Standard	24	Meets Standard	15	Beginning	3	Meets Standard	Meets Standard
Flamme, Grace	No		7	Meets Standard	49	Meets Standard	26	Meets Standard	30	Meets Standard	1	Meets Standard	Meets Standard
Gibson, Elise	No		6	Meets Standard	52	Meets Standard	23	Meets Standard	27	Meets Standard	0	Developing	Meets Standard
Guerrero, Perla	No				48	Meets Standard	20	Meets Standard	18	Developing	1	Meets Standard	Meets Standard

Haider, Arisha	No			54	Meets Standard	21	Meets Standard	21	Developing	3	Meets Standard	Meets Standard	
Hollister, Devin	No		6	Meets Standard	49	Meets Standard	21	Meets Standard	24	Developing	1	Meets Standard	Meets Standard
Knox, Talia	No			46	Meets Standard	18	Meets Standard	18	Developing	2	Meets Standard	Meets Standard	
Kyrias, Eloise	No		7	Meets Standard	52	Meets Standard	26	Meets Standard	30	Meets Standard	1	Meets Standard	Meets Standard
Lyles, Rowan	No			51	Meets Standard	25	Meets Standard	27	Meets Standard	3	Meets Standard	Meets Standard	
Macias, Amy	No	LEP	5	Developing	53	Meets Standard	26	Meets Standard	27	Meets Standard	3	Meets Standard	Meets Standard
Madson, Hadley	No		6	Meets Standard	51	Meets Standard	15	Meets Standard	27	Meets Standard	2	Meets Standard	Meets Standard
Merrell, Madison	No		7	Meets Standard	54	Meets Standard	14	Meets Standard	27	Meets Standard	1	Meets Standard	Meets Standard
Murray, Colton	No		5	Developing	48	Meets Standard	20	Meets Standard	27	Meets Standard	1	Meets Standard	Meets Standard
Nack, Cade	No		7	Meets Standard	47	Meets Standard	20	Meets Standard	24	Developing	2	Meets Standard	Meets Standard
Paez, William	No		4	Developing	42	Meets Standard	17	Meets Standard	24	Developing	1	Meets Standard	Meets Standard
Phelps, Jazza	No		7	Meets Standard	50	Meets Standard	22	Meets Standard	21	Developing	2	Meets Standard	Meets Standard
Rattan, Ayden	No		6	Meets Standard	52	Meets Standard	21	Meets Standard	24	Developing	1	Meets Standard	Meets Standard
Robinson, Madelyn	No			50	Meets Standard	22	Meets Standard	24	Developing	1	Meets Standard	Meets Standard	
Semanisin, Lily	No			54	Meets Standard	26	Meets Standard	21	Developing	2	Meets Standard	Meets Standard	
Simmons, Emery	No			51	Meets Standard	25	Meets Standard	18	Developing	3	Meets Standard	Meets Standard	
Tener, Kayleigh	No			54	Meets Standard	26	Meets Standard	24	Developing	2	Meets Standard	Meets Standard	
Villa, Albert	No			51	Meets Standard	26	Meets Standard	18	Developing	0	Developing	Meets Standard	
Vlazny, Annabella	Yes		7	Meets Standard	54	Meets Standard	26	Meets Standard	12	Beginning	3	Meets Standard	Meets Standard
Wilkinson, Lydia	No		6	Meets Standard	45	Meets Standard	17	Meets Standard				Meets Standard	
Wyatt, Taylor	No		7	Meets Standard	47	Meets Standard	16	Meets Standard	24	Developing	3	Meets Standard	Meets Standard

Denton Independent School District
Nelson Elementary
2020-2021 Campus Improvement Plan



Mission Statement

At Nelson Elementary, it is our mission to grow as successful learners and make a positive difference in the world.

Vision

At Nelson Elementary, our vision is to celebrate our safe learning community that is built on cooperation, communication, and collaboration.

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We engage our new staff members through our Lions Pride meetings.

We engage parents through programs such as the PTA, Muffins with Moms, and All Pro Dads.

We engage students through our diversity programs, STEM nights, and extra-curricular activities.

Demographics Strengths

We have the following strengths:

- Giving assessments
- Progress monitoring
- Addressing the needs of below level learners
- Addressing the social-emotional needs of students
- Parent communication
- Celebrating and acknowledging student success
- Providing extra-curricular opportunities
- Providing mentoring opportunities for new staff members

Problem Statements Identifying Demographics Needs

Problem Statement 1: Difficulties with communicating with the parents of ESL students.

Student Learning

Student Learning Summary

The majority of students are leaving each grade level with at least 1 year's growth in learning.

Student Learning Strengths

We have strengths in the following areas:

- Targeted small group instruction
- Tracking student data
- Growth through interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only our lowest students are meeting with the interventionists.

School Processes & Programs

School Processes & Programs Summary

We have identified the following processes/programs:

- Behavior management/CHAMPS
- Mentor programs for new teachers
- Pacing guides (from the grade level and district)

School Processes & Programs Strengths

Behavior management/CHAMPS

- CHAMPS Charts
- PRIDE Awards
- Parent Communication

Mentor programs for new teachers

- New hires are retained through the campus culture

Pacing guides (from the grade level and district)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increased participation in PRIDE Awards

Perceptions

Perceptions Summary

We believe we have strong parent-communication skills.

We believe we have ways to celebrate student success

Perceptions Strengths

Parent Communication Skills

- Teachers consistently reach out to families

Celebrating student success:

- Awards celebrations for PRIDE awards, CHAMPS, and Math Matters

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Differences in views of behavioral modification.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Students will demonstrate at least 1 year's academic growth in reading, writing, math, and science. By May 2021, 100% of students will make at least 1 year's growth in their reading levels.

HB3 Goal

Evaluation Data Sources: ELI Assessments

Individual Reading Inventories





Running Records

Istation assessments

Summative Evaluation: None

<p>Strategy 1: PLC meetings will be held every other week per grade level.</p> <p>Strategy's Expected Result/Impact: PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Substitutes to cover 1/2 day or full day PLC meetings. - Title I, Part A - \$5,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Grade level teams will identify SMART goals that align with the campus improvement plan.</p> <p>Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: T-PESS Goal Setting focused on growth of reading levels in students. Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: T-TESS Goal Setting focused on strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Targeted ESL support for at risk English Language Learners Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Administrators, ESL Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Targeted reading instruction through the implementation of the Units of Study curriculum for reading, writing, and phonics. Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Administrators, Teachers, Campus Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Training by the Teachers College - Title I, Part A - \$5,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Targeted reading intervention for grades K-2 students in Tier 2 and Tier 3.r Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations for reading to at least 85%. Staff Responsible for Monitoring: Administrator, K-2 Reading Interventionist TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: K-2 Reading Interventionist - State Compensatory Education (SCE) - \$30,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Reading and math intervention for students in grades 3-5. Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations for reading to at least 85%. Staff Responsible for Monitoring: Administrators, 3-5 Reading Interventionist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: 3-5 Reading Interventionist - State Compensatory Education (SCE) - \$30,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 9: Substitute teachers to cover classes during the BOY and EOY testing sessions. Strategy's Expected Result/Impact: Identify data to help drive instruction. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Substitutes - Title I, Part A - \$5,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: General Paraprofessional to support K-2 intervention. Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations to at least 85%. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: General Paraprofessional - Title I, Part A - \$26,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 11: 1 - 2 members from each grade level will serve as the curriculum PLC members. Strategy's Expected Result/Impact: Vertical alignment of curriculum and increased support for academic rigor in each grade level. Staff Responsible for Monitoring: Administrators, Curriculum PLC team, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:





- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Nelson Elementary will maintain or increase engagement of students, staff, and the community as evidenced by the Climate and Culture survey results.

Evaluation Data Sources: Climate and culture survey
Quarterly Climate and Culture check-in surveys

Summative Evaluation: None

<p>Strategy 1: Student exposure to and experiences in Fine Arts performances. Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: Music and Art Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Student exposure to and participation in physical education opportunities. Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: PE Teacher TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: STEM activities in all grades Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement; increased scores on the 5th grade Science STAAR assessment Staff Responsible for Monitoring: Administrators; Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Teacher participation in the Texas STEM Coalition conference - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Strengths assessment and training for students and staff Strategy's Expected Result/Impact: Increased student engagement; increase staff member engagement Staff Responsible for Monitoring: Administrators, Strength Champion, Counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 5: Student Celebrations: Positive Office Referrals; PRIDE Awards; Positive Phone Calls Home; etc. Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: Administrators; Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Extra-curricular activities: Engineering Club, Robotics, Music Makers, Honor Choir, Walking Club, Drama Kids, Student Council, Safety Squad, track meet, and OWL Club Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: Administrators, Staff Members TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Nelson Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Boerner	K-2 Reading Intervention	K-2 Reading Intervention	50%
Jordis McLaughlin	3-5 Reading/Math Interventionist	3-5 Reading/Math Interventionist	50%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Franz-Fosmire	General Paraprofessional	Title 1	100%

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	K-2 Reading Interventionist		\$30,000.00
1	1	8	3-5 Reading Interventionist		\$30,000.00
Sub-Total					\$60,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes to cover 1/2 day or full day PLC meetings.		\$5,000.00
1	1	6	Training by the Teachers College		\$5,000.00
1	1	9	Substitutes		\$5,000.00
1	1	10	General Paraprofessional		\$26,000.00
2	1	3	Teacher participation in the Texas STEM Coalition conference		\$2,000.00
Sub-Total					\$43,000.00
Grand Total					\$103,000.00

Addendums