

Denton Independent School District

Denton High School

2022-2023 Campus Improvement Plan



DENTON
HIGH SCHOOL

Mission Statement

Denton High School, in partnership with the home and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically contribute to the betterment of our world.

Vision

By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

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Guiding Outcome 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	13
Guiding Outcome 2: 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	16
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Education Agency



2020-21 Attendance, Graduation, and Dropout Rates
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.0%	98.7%	98.5%	98.9%	98.6%	98.4%	99.0%	*	98.1%	97.9%	98.5%	99.2%
2018-19	95.4%	96.2%	95.4%	95.6%	95.6%	95.1%	93.1%	97.3%	95.4%	94.3%	93.6%	94.9%	96.1%
Chronic Absenteeism													
2019-20	6.7%	3.5%	6.4%	9.7%	5.3%	6.3%	10.0%	2.7%	*	10.3%	13.8%	8.0%	3.5%
2018-19	11.4%	6.9%	13.7%	14.6%	13.6%	13.7%	22.7%	4.3%	16.7%	21.1%	26.1%	16.9%	9.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.3%	0.4%	1.3%	0.4%	0.2%	0.0%	0.0%	*	0.0%	1.5%	0.5%	0.0%
2018-19	1.9%	0.3%	0.3%	0.0%	0.3%	0.5%	0.0%	0.0%	0.0%	0.0%	1.2%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	97.1%	95.9%	90.6%	97.1%	95.9%	*	100.0%	*	100.0%	87.8%	94.5%	97.9%
Received TxCHSE	0.4%	0.3%	0.6%	0.0%	0.6%	1.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.9%	1.7%	1.7%	4.7%	1.7%	1.0%	*	0.0%	*	0.0%	9.8%	2.3%	2.1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Dropped Out	5.4%	1.0%	1.7%	4.7%	0.6%	2.0%	*	0.0%	*	0.0%	2.4%	2.8%	0.0%
Graduates and TxCHSE	90.7%	97.4%	96.6%	90.6%	97.7%	97.0%	*	100.0%	*	100.0%	87.8%	94.9%	97.9%
Graduates, TxCHSE, and Continuers	94.6%	99.0%	98.3%	95.3%	99.4%	98.0%	*	100.0%	*	100.0%	97.6%	97.2%	100.0%
Class of 2019													
Graduated	90.0%	96.9%	96.6%	95.2%	97.3%	96.2%	100.0%	100.0%	*	*	85.4%	94.8%	93.5%
Received TxCHSE	0.5%	0.5%	0.4%	1.6%	0.0%	0.4%	0.0%	0.0%	*	*	0.0%	0.5%	0.0%
Continued HS	3.7%	1.6%	1.1%	3.2%	1.4%	0.4%	0.0%	0.0%	*	*	4.9%	0.9%	6.5%
Dropped Out	5.9%	1.0%	1.9%	0.0%	1.4%	3.0%	0.0%	0.0%	*	*	9.8%	3.8%	0.0%
Graduates and TxCHSE	90.4%	97.4%	97.0%	96.8%	97.3%	96.6%	100.0%	100.0%	*	*	85.4%	95.3%	93.5%
Graduates, TxCHSE, and Continuers	94.1%	99.0%	98.1%	100.0%	98.6%	97.0%	100.0%	100.0%	*	*	90.2%	96.2%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.4%	97.2%	98.4%	98.6%	95.8%	100.0%	100.0%	*	*	85.4%	95.3%	100.0%
Received TxCHSE	0.5%	0.6%	0.4%	1.6%	0.0%	0.4%	0.0%	0.0%	*	*	0.0%	0.5%	0.0%
Continued HS	1.3%	0.2%	0.4%	0.0%	0.0%	0.8%	0.0%	0.0%	*	*	4.9%	0.5%	0.0%
Dropped Out	6.1%	0.8%	1.9%	0.0%	1.4%	3.0%	0.0%	0.0%	*	*	9.8%	3.8%	0.0%
Graduates and TxCHSE	92.6%	99.0%	97.7%	100.0%	98.6%	96.2%	100.0%	100.0%	*	*	85.4%	95.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.2%	98.1%	100.0%	98.6%	97.0%	100.0%	100.0%	*	*	90.2%	96.2%	100.0%
Class of 2018													
Graduated	92.2%	97.9%	96.5%	93.9%	97.6%	96.2%	-	100.0%	-	100.0%	88.1%	93.7%	96.4%
Received TxCHSE	0.6%	0.5%	0.2%	0.0%	0.0%	0.5%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.6%	3.3%	6.1%	2.4%	3.3%	-	0.0%	-	0.0%	11.9%	6.3%	3.6%
Graduates and TxCHSE	92.8%	98.4%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.1%	93.7%	96.4%
Graduates, TxCHSE, and Continuers	93.9%	98.4%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.1%	93.7%	96.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.0%	96.5%	93.9%	97.6%	96.2%	-	100.0%	-	100.0%	88.4%	93.7%	96.4%
Received TxCHSE	0.7%	0.5%	0.2%	0.0%	0.0%	0.5%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.5%	3.3%	6.1%	2.4%	3.3%	-	0.0%	-	0.0%	11.6%	6.3%	3.6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates and TxCHSE	93.3%	98.5%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.4%	93.7%	96.4%
Graduates, TxCHSE, and Continuers	93.9%	98.5%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.4%	93.7%	96.4%
Class of 2017													
Graduated	92.4%	96.8%	97.2%	97.0%	96.9%	97.2%	*	100.0%	*	100.0%	93.2%	94.3%	97.6%
Received TxCHSE	0.7%	0.6%	0.6%	1.0%	0.6%	0.4%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	2.2%	2.0%	2.5%	2.4%	*	0.0%	*	0.0%	6.8%	5.2%	2.4%
Graduates and TxCHSE	93.2%	97.4%	97.8%	98.0%	97.5%	97.6%	*	100.0%	*	100.0%	93.2%	94.8%	97.6%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	97.8%	98.0%	97.5%	97.6%	*	100.0%	*	100.0%	93.2%	94.8%	97.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	96.2%	94.3%	86.6%	94.4%	95.9%	*	100.0%	*	100.0%	83.7%	91.9%	95.9%
Class of 2019	90.0%	96.0%	95.4%	90.9%	97.3%	95.4%	100.0%	94.7%	*	*	76.1%	93.1%	93.5%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	92.0%	97.1%	96.0%	92.5%	98.6%	95.4%	100.0%	94.7%	*	*	76.1%	94.0%	100.0%
Class of 2018	92.2%	96.5%	93.9%	86.3%	95.3%	95.3%	-	92.3%	-	100.0%	80.9%	91.9%	93.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	92.6%	97.4%	96.0%	93.1%	96.5%	96.2%	-	100.0%	-	100.0%	84.8%	92.8%	94.7%
Class of 2017	92.4%	96.0%	96.9%	96.1%	96.9%	97.2%	*	90.9%	*	100.0%	91.3%	93.9%	97.6%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	*	-	*	*	-	-	-	-	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.2%	6.5%	8.6%	5.3%	7.4%	*	0.0%	*	0.0%	5.6%	7.3%	8.5%
Class of 2019	4.2%	0.5%	0.9%	1.7%	0.0%	1.4%	0.0%	0.0%	*	*	0.0%	0.5%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	88.6%	82.3%	74.1%	81.8%	84.1%	*	100.0%	*	83.3%	30.6%	74.1%	74.5%
Class of 2019	83.5%	91.4%	88.8%	86.4%	88.7%	89.6%	80.0%	94.4%	*	*	43.3%	83.8%	89.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	90.9%	88.8%	82.8%	87.1%	91.5%	*	100.0%	*	83.3%	36.1%	81.5%	83.0%
Class of 2019	87.6%	92.0%	89.8%	88.1%	88.8%	91.0%	80.0%	94.4%	*	*	45.2%	84.4%	89.7%
RHSP/DAP Graduates (Annual Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	38.6%	*	*	*	*	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	*	-	*	*	-	-	-	-	*	*	*
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.4%	6.3%	7.9%	5.1%	7.4%	*	0.0%	*	0.0%	5.4%	7.3%	8.7%
2018-19	4.4%	0.5%	0.9%	1.5%	0.7%	0.9%	0.0%	0.0%	*	*	0.0%	0.0%	3.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.5%	80.1%	71.4%	78.9%	83.1%	*	94.7%	*	83.3%	29.7%	73.2%	71.7%
2018-19	82.1%	90.1%	86.9%	83.1%	88.3%	86.9%	80.0%	94.7%	*	*	35.1%	81.4%	87.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	89.8%	86.3%	78.1%	84.1%	90.5%	*	94.7%	*	83.3%	35.1%	80.5%	80.4%
2018-19	85.9%	90.5%	87.8%	84.6%	89.0%	87.8%	80.0%	94.7%	*	*	36.8%	81.5%	91.2%

Demographics Strengths

Texas Education Agency 2020-21 Student Information (TAPR) DENTON H S (061901003) - DENTON ISD - DENTON COUNTY Membership Enrollment Campus

Student Information Count Percent District State Count Percent District State Total Students 2,023 100.0% 30,189 5,359,040 2,023 100.0% 30,267 5,371,586 Students by Grade: Early Childhood Education 00.0% 0.1% 0.3% 00.0% 0.3% 0.4% Pre-Kindergarten 00.0% 3.2% 3.7% 00.0% 3.2% 3.7% Pre-Kindergarten: 3-year Old 00.0% 0.8% 0.5% Pre-Kindergarten: 4-year Old 00.0% 2.4% 3.2% Kindergarten 00.0% 6.8% 6.7% 00.0% 6.8% 6.7% Grade 100.0% 7.0% 7.1% 00.0% 7.0% 7.1% Grade 200.0% 7.3% 7.1% 00.0% 7.3% 7.1% Grade 300.0% 6.9% 7.1% 00.0% 6.9% 7.1% Grade 400.0% 7.3% 7.2% 00.0% 7.3% 7.2% Grade 500.0% 7.0% 7.4% 00.0% 7.0% 7.4% Grade 600.0% 7.5% 7.7% 00.0% 7.5% 7.7% Grade 700.0% 7.7% 7.9% 00.0% 7.7% 7.8% Grade 800.0% 8.0% 7.9% 00.0% 7.9% 7.9% Grade 952826.1% 8.1% 8.1% 52826.1% 8.1% 8.1% Grade 1049524.5% 8.0% 7.8% 49524.5% 7.9% 7.8% Grade 1147023.2% 7.7% 7.2% 47023.2% 7.7% 7.2% Grade 1253026.2% 7.4% 6.8% 53026.2% 7.3% 6.8% Ethnic Distribution: African American 24612.2% 18.5% 12.7% 24612.2% 18.5% 12.7% Hispanic 79439.2% 33.7% 52.9% 79439.2% 33.7% 52.9% White 85342.2% 41.2% 26.5% 85342.2% 41.2% 26.5% American Indian 140.7% 0.5% 0.3% 140.7% 0.5% 0.3% Asian 653.2% 3.3% 4.7% 653.2% 3.3% 4.7% Pacific Islander 40.2% 0.2% 0.2% 40.2% 0.2% 0.2% Two or More Races 472.3% 2.7% 2.7% 472.3% 2.7% 2.7% Sex: Female 1,011 50.0% 48.9% 48.9% 1,011 50.0% 48.9% 48.9% Male 1,012 50.0% 51.1% 51.1% 1,012 50.0% 51.1% 51.1% Economically Disadvantaged 1,062 52.5% 47.8% 60.3% 1,062 52.5% 47.8% 60.2% Non-Educationally Disadvantaged 961 47.5% 52.2% 39.7% 961 47.5% 52.2% 39.8% Section 504 Students 249 12.3% 10.8% 7.2% 249 12.3% 10.8% 7.2% EB Students/EL 315 15.6% 16.0% 20.7% 315 15.6% 16.0% 20.6% Students w/ Disciplinary Placements (2019-20) 632 9% 1.1% 1.2% TEA | School Programs | Assessment and Reporting | Performance Reporting Page 20 of 24 Texas Education Agency 2020-21 Student Information (TAPR) DENTON H S (061901003) - DENTON ISD - DENTON COUNTY Membership Enrollment Campus

Student Information Count Percent District State Count Percent District State Students w/ Dyslexia 1135 6% 6.4% 4.5% 1135 6% 6.4% 4.5% Foster Care 201 0% 0.3% 0.3% 201 0% 0.3% 0.3% Homeless 562 8% 1.6% 1.1% 562 8% 1.6% 1.1% Immigrant 442 2% 1.4% 2.0% 442 2% 1.4% 2.0% Migrant 00 0% 0.0% 0.3% 00 0% 0.0% 0.3% Title I 00 0% 30.4% 64.5% 00 0% 30.5% 64.5% Military Connected 140 7% 0.9% 2.7% 140 7% 0.9% 2.7% At-Risk 578 28.6% 30.2% 49.2% 578 28.6% 30.1% 49.1% Students by Instructional Program: Bilingual/ESL Education 312 15.4% 17.0% 21.0% 312 15.4% 16.9% 20.9% Gifted and Talented Education 289 14.3% 10.3% 8.3% 289 14.3% 10.2% 8.3% Special Education 254 12.6% 12.4% 11.1% 254 12.6% 12.5% 11.3% Students with Disabilities by Type of Primary Disability: Total Students with Disabilities 254 By Type of Primary Disability Students with Intellectual Disabilities 127 50.0% 34.8% 42.5% Students with Physical Disabilities 207 9% 24.6% 21.3% Students with Autism 37 14.6% 11.3% 14.1% Students with Behavioral Disabilities 70 27.6% 28.0% 20.6% Students with Non-Categorical Early Childhood 00 0% 1.3% 1.5% Mobility (2019-20): Total Mobile Students 287 13.3% 13.5% 13.8% By Ethnicity: African American 77 3% 4.1% 2.8% Hispanic 94 4.3% 4.1% 7.1% White 101 4.7% 4.5% 3.1% American Indian 10 0% 0.1% 0.1% Asian 80 4% 0.4% 0.4% Pacific Islander 00 0% 0.0% 0.0% Two or More Races 60 3% 0.3% 0.4% Count and Percent of Special Ed Students who are Mobile 49 18.6% 16.9% 16.5% Count and Percent of EB Students/EL who are Mobile 33 11.4% 12.0% 13.6% Count and Percent of Econ Dis Students who are Mobile 21 11.8% 18.2% 16.0% Student Attrition (2019-20): Total Student

Attrition 21413.6%17.5%16.6%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State along with a high student mobility rate.

Root Cause: Currently, DHS has the State-Supported Learning Center, the County Juvenile Detention Center, Cumberland Presbyterian Children's Home (part of State FPS/CPS) in it's attendance zone; as well as being the Regional School for Deaf Education.

Student Learning

Student Learning Summary

TAPR report

Accountability Report/Targeted Support

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Various gaps in student learning have been identified in several core curriculum areas. Some student groups display a 2.5 to 3 year gap in progress measures.

Root Cause: Disrupted learning, students learning "virtually", student mobility during the 2021-2022 school year.

Problem Statement 2 (Prioritized): Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement). **Root Cause:** Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues.

Problem Statement 3: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. **Root Cause:** Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes.

Problem Statement 4 (Prioritized): English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement. **Root Cause:** EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Priority Problem Statements

Problem Statement 3: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2022 (46 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable.

Root Cause 3: Various socio-economic factors have led to this issue across the state and nation. Suggestions include developing a campus-based mentor program to address retention of first-year/beginning teachers.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 1: Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement).

Root Cause 1: Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement.

Root Cause 2: EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- 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
- State certified and high quality 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 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: Populations targeted for support and improvement (Alg. I and Eng. I) will increase EOC performance to meet grade level as defined by TEA Academic Achievement targets.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: TEA Accountability Reports





TEA EOC reports

TAPR reports

DISD Common Assessments

Campus-developed assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and Implement Targeted Remediation program for December Re-testers in Algebra I</p> <p>Strategy's Expected Result/Impact: Increase passing rate for targeted students (4% average increase in Scale Score of target group) so that 50% of the select population passes the EOC.</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair CLT Sub-Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and Implement Targeted Remediation program for December Re-testers in English I</p> <p>Strategy's Expected Result/Impact: Increase passing rate for targeted students (raise scale score by 10% or more to achieve "Approaches" passing level). Increase percentage of "Meets Grade Level" for the targeted populations (re-testers are included in Spring Accountability ratings)</p> <p>Staff Responsible for Monitoring: Administration ELA Department Chair CLT Sub-Committee Eng. I and Eng. II PLC groups</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Embed EOC-specific strategies, answer stems, and graphics in on-level and Honors Algebra I instruction to model exam experience.</p> <p>Strategy's Expected Result/Impact: Specific practice with answer stems and graphics that students will experience with the exam will better prepare them for the EOC. Increase proficiency with calculator embedded in testing package. Increase proficiency with "grid-able" answer choices on assessment.</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair Alg. I PLC group</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide AlgI/Geom "trailer" course for remediation/acceleration of previous year Alg I failures</p> <p>Strategy's Expected Result/Impact: Recover Alg I credit for students. Accelerate Geom. instruction to have this group "on-level" by the beginning of their junior year.</p> <p>Staff Responsible for Monitoring: Nedrow LaShawn Brock Tra Thomas</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Math teacher - State Compensatory Education (SCE) - \$54,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement). **Root Cause:** Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues.

Problem Statement 4: English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement. **Root Cause:** EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Guiding Outcome 2: 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





Performance Objective 1: Denton High School will develop, staff, and monitor a campus-based new teacher mentorship program.

High Priority

Evaluation Data Sources: Staff surveys
Human Resources data
TAPR report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with Emily McLarty (Human Resources) to assist with the design and development of content for the Mentorship program (Q1-2022).</p> <p>Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)</p> <p>Staff Responsible for Monitoring: Administration CLT</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop structure, content, and curriculum for Mentorship program (Q2 and Q3-2022/23)</p> <p>Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)</p> <p>Staff Responsible for Monitoring: Administration CLT sub-committee</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Recruit 12-15 veteran teachers for the Mentorship program (Q3-2023) and provide training (Q4- 2023).</p> <p>Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)</p> <p>Staff Responsible for Monitoring: Administration CLT</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Initiate Mentorship Program in May 2023 to work through the summer with new hires.</p> <p>Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)</p> <p>Staff Responsible for Monitoring: Administration CLT</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2022 (46 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. Root Cause: Various socio-economic factors have led to this issue across the state and nation. Suggestions include developing a campus-based mentor program to address retention of first-year/beginning teachers.</p>

Campus Leadership Team

Committee Role	Name	Position
Administrator	Joel Hays	Principal
Administrator	Scott Nedrow	Associate Principal
Classroom Teacher	Seth Ross	Teacher
Classroom Teacher	Donna Russell	Teacher
Classroom Teacher	Robert West	Teacher
Classroom Teacher	Shannon McCuiston	Teacher
Classroom Teacher	Jamie Covey	Teacher
Non-classroom Professional	Kathleen Ashton	Counselor
Community Representative	Chris Garcia	Community Representative
Classroom Teacher	Carron Collier	Teacher
Non-classroom Professional	Crystal Sullivan	IC Coordinator
Non-classroom Professional	Christina Baker	Librarian

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Math teacher		\$54,000.00
Sub-Total					\$54,000.00

2020-21 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: DENTON H S

Campus Number: 061901003

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	71%	68%	54%	60%	81%	*	100%	*	-	27%	46%	71%	59%	55%	56%
	2019	68%	70%	58%	44%	49%	74%	45%	75%	*	-	14%	43%	58%	57%	47%	41%
At Meets Grade Level or Above	2021	50%	55%	52%	38%	40%	69%	*	93%	*	-	13%	23%	54%	47%	34%	33%
	2019	50%	56%	42%	27%	31%	60%	45%	67%	*	-	9%	30%	42%	42%	30%	22%
At Masters Grade Level	2021	12%	15%	19%	11%	7%	30%	*	73%	*	-	4%	8%	20%	14%	9%	8%
	2019	11%	15%	10%	3%	5%	19%	9%	42%	*	-	0%	3%	11%	8%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	73%	69%	67%	59%	78%	71%	100%	-	-	24%	70%	70%	67%	57%	48%
	2019	68%	69%	62%	43%	54%	76%	40%	95%	*	-	20%	44%	63%	59%	52%	36%
At Meets Grade Level or Above	2021	57%	57%	56%	50%	41%	70%	43%	90%	-	-	16%	70%	57%	51%	40%	25%
	2019	49%	51%	44%	23%	33%	61%	20%	74%	*	-	10%	20%	46%	37%	30%	18%
At Masters Grade Level	2021	11%	11%	13%	9%	5%	20%	14%	35%	-	-	3%	0%	12%	15%	5%	1%
	2019	8%	9%	7%	4%	4%	12%	0%	16%	*	-	5%	0%	8%	5%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	73%	65%	51%	61%	75%	-	100%	-	-	31%	44%	69%	52%	54%	59%
	2019	85%	86%	76%	63%	76%	81%	78%	*	-	-	41%	78%	77%	73%	73%	78%
At Meets Grade Level or Above	2021	41%	40%	32%	21%	26%	43%	-	75%	-	-	21%	11%	34%	26%	21%	26%
	2019	61%	64%	46%	33%	46%	53%	33%	*	-	-	12%	57%	49%	39%	40%	43%
At Masters Grade Level	2021	23%	21%	18%	11%	12%	26%	-	75%	-	-	10%	0%	18%	16%	9%	11%
	2019	37%	42%	26%	13%	24%	33%	33%	*	-	-	5%	22%	29%	16%	21%	17%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	81%	82%	72%	75%	93%	*	100%	*	-	56%	78%	85%	73%	73%	69%
	2019	88%	87%	81%	76%	73%	90%	75%	100%	*	-	41%	95%	81%	83%	75%	69%
At Meets Grade Level or Above	2021	55%	54%	55%	39%	42%	73%	*	93%	*	-	24%	33%	57%	49%	38%	35%
	2019	62%	64%	55%	42%	42%	68%	50%	100%	*	-	10%	57%	57%	47%	43%	33%
At Masters Grade Level	2021	22%	18%	19%	7%	10%	32%	*	47%	*	-	8%	11%	20%	15%	10%	10%
	2019	25%	26%	23%	10%	13%	34%	0%	82%	*	-	1%	14%	25%	16%	10%	6%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	89%	85%	83%	77%	93%	83%	100%	*	-	58%	92%	86%	83%	77%	63%
	2019	93%	93%	90%	81%	91%	94%	60%	100%	*	-	52%	85%	92%	84%	87%	88%
At Meets Grade Level or Above	2021	69%	71%	63%	46%	51%	79%	50%	91%	*	-	18%	58%	65%	53%	48%	27%
	2019	73%	75%	71%	52%	61%	89%	40%	88%	*	-	23%	62%	75%	59%	60%	49%
At Masters Grade Level	2021	43%	44%	39%	27%	24%	57%	0%	73%	*	-	4%	0%	42%	25%	24%	8%
	2019	45%	45%	45%	29%	35%	61%	40%	81%	*	-	9%	31%	48%	38%	32%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	100%	100%	*	100%	100%	-	100%	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2021	69%	93%	88%	*	88%	91%	-	80%	-	*	-	-	89%	86%	89%	-
At Masters Grade Level	2021	14%	16%	19%	*	0%	21%	-	40%	-	*	-	-	18%	29%	11%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	75%	64%	67%	85%	79%	100%	*	*	38%	66%	77%	67%	63%	59%
	2019	78%	81%	72%	59%	66%	82%	58%	93%	71%	-	30%	65%	73%	70%	64%	58%
At Meets Grade Level or Above	2021	41%	42%	53%	38%	40%	69%	42%	89%	*	*	18%	40%	55%	45%	36%	30%
	2019	50%	54%	50%	34%	41%	65%	37%	82%	57%	-	11%	42%	52%	44%	39%	31%
At Masters Grade Level	2021	18%	18%	21%	12%	11%	33%	11%	55%	*	*	6%	4%	23%	17%	11%	8%
	2019	24%	26%	20%	10%	14%	29%	14%	51%	0%	-	3%	12%	22%	15%	12%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	69%	59%	60%	79%	73%	100%	*	-	26%	57%	71%	62%	56%	53%
	2019	75%	78%	60%	44%	51%	75%	43%	87%	60%	-	17%	44%	61%	58%	49%	39%
At Meets Grade Level or Above	2021	45%	46%	54%	43%	40%	70%	36%	91%	*	-	14%	43%	56%	48%	37%	29%
	2019	48%	52%	43%	25%	32%	60%	33%	71%	60%	-	9%	25%	44%	39%	30%	20%
At Masters Grade Level	2021	18%	19%	16%	10%	6%	25%	18%	51%	*	-	4%	4%	16%	14%	7%	5%
	2019	21%	24%	9%	3%	5%	15%	5%	26%	0%	-	2%	2%	10%	7%	3%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	67%	69%	51%	63%	80%	-	100%	-	*	31%	44%	73%	56%	56%	59%
	2019	82%	85%	76%	63%	76%	81%	78%	*	-	-	41%	78%	77%	73%	73%	78%
At Meets Grade Level or Above	2021	37%	37%	38%	20%	29%	53%	-	77%	-	*	21%	11%	41%	30%	23%	26%
	2019	52%	55%	46%	33%	46%	53%	33%	*	-	-	12%	57%	49%	39%	40%	43%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	16%	18%	11%	11%	25%	-	62%	-	*	10%	0%	18%	17%	10%	11%
	2019	26%	29%	26%	13%	24%	33%	33%	*	-	-	5%	22%	29%	16%	21%	17%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	82%	72%	75%	93%	*	100%	*	-	56%	78%	85%	73%	73%	69%
	2019	81%	84%	81%	76%	73%	90%	75%	100%	*	-	41%	95%	81%	83%	75%	69%
At Meets Grade Level or Above	2021	44%	43%	55%	39%	42%	73%	*	93%	*	-	24%	33%	57%	49%	38%	35%
	2019	54%	58%	55%	42%	42%	68%	50%	100%	*	-	10%	57%	57%	47%	43%	33%
At Masters Grade Level	2021	20%	17%	19%	7%	10%	32%	*	47%	*	-	8%	11%	20%	15%	10%	10%
	2019	25%	27%	23%	10%	13%	34%	0%	82%	*	-	1%	14%	25%	16%	10%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	85%	83%	77%	93%	83%	100%	*	-	58%	92%	86%	83%	77%	63%
	2019	81%	82%	90%	81%	91%	94%	60%	100%	*	-	52%	85%	92%	84%	87%	88%
At Meets Grade Level or Above	2021	49%	49%	63%	46%	51%	79%	50%	91%	*	-	18%	58%	65%	53%	48%	27%
	2019	55%	56%	71%	52%	61%	89%	40%	88%	*	-	23%	62%	75%	59%	60%	49%
At Masters Grade Level	2021	29%	28%	39%	27%	24%	57%	0%	73%	*	-	4%	0%	42%	25%	24%	8%
	2019	33%	34%	45%	29%	35%	61%	40%	81%	*	-	9%	31%	48%	38%	32%	18%

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

- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	66	62	64	57	65	33	74	*	-	51	50	62	62	58	55
	2018	67	64	65	61	63	68	*	83	*	-	41	46	66	62	61	53
End of Course Algebra I	2019	75	77	69	62	67	73	70	*	-	-	31	70	70	65	65	64
	2018	72	73	65	50	64	70	25	81	*	-	25	83	66	57	58	61
All Grades Both Subjects	2019	69	70	65	63	61	69	50	78	*	-	43	62	65	63	61	59
	2018	69	70	65	56	63	69	44	83	*	-	31	58	66	60	60	58
All Grades ELA/Reading	2019	68	69	62	64	57	65	33	74	*	-	51	50	62	62	58	55
	2018	69	70	65	61	63	68	*	83	*	-	41	46	66	62	61	53
All Grades Mathematics	2019	70	72	69	62	67	73	70	*	-	-	31	70	70	65	65	64
	2018	70	70	65	50	64	70	25	81	*	-	25	83	66	57	58	61

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	75%	-	-	-	-	-	-	52%	47%	53%	18%	40%	80%	52%	89%
	2019	78%	81%	72%	-	-	-	-	-	-	47%	80%	46%		0%		47%	
At Meets Grade Level or Above	2021	41%	42%	53%	-	-	-	-	-	-	20%	21%	21%	0%	20%	61%	20%	70%
	2019	50%	54%	50%	-	-	-	-	-	-	18%	47%	17%		0%		18%	
At Masters Grade Level	2021	18%	18%	21%	-	-	-	-	-	-	3%	6%	3%	0%	0%	26%	3%	30%
	2019	24%	26%	20%	-	-	-	-	-	-	3%	13%	3%		0%		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	69%	-	-	-	-	-	-	43%	9%	46%	0%	*	75%	43%	86%
	2019	75%	78%	60%	-	-	-	-	-	-	25%	71%	24%		*		25%	
At Meets Grade Level or Above	2021	45%	46%	54%	-	-	-	-	-	-	18%	0%	19%	0%	*	63%	18%	73%
	2019	48%	52%	43%	-	-	-	-	-	-	9%	29%	9%		*		9%	
At Masters Grade Level	2021	18%	19%	16%	-	-	-	-	-	-	0%	0%	1%	0%	*	20%	0%	21%
	2019	21%	24%	9%	-	-	-	-	-	-	0%	0%	0%		*		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	67%	69%	-	-	-	-	-	-	54%	67%	55%	*	*	72%	53%	84%
	2019	82%	85%	76%	-	-	-	-	-	-	73%	*	73%		*		71%	
At Meets Grade Level or Above	2021	37%	37%	38%	-	-	-	-	-	-	21%	17%	22%	*	*	44%	20%	47%
	2019	52%	55%	46%	-	-	-	-	-	-	30%	*	30%		*		30%	
At Masters Grade Level	2021	18%	16%	18%	-	-	-	-	-	-	6%	0%	7%	*	*	20%	6%	31%
	2019	26%	29%	26%	-	-	-	-	-	-	10%	*	9%		*		10%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	82%	-	-	-	-	-	-	61%	38%	65%	*	*	87%	62%	93%
	2019	81%	84%	81%	-	-	-	-	-	-	61%	100%	59%		*		60%	
At Meets Grade Level or Above	2021	44%	43%	55%	-	-	-	-	-	-	23%	13%	24%	*	*	63%	23%	78%
	2019	54%	58%	55%	-	-	-	-	-	-	20%	80%	17%		*		20%	
At Masters Grade Level	2021	20%	17%	19%	-	-	-	-	-	-	2%	0%	2%	*	*	22%	2%	38%
	2019	25%	27%	23%	-	-	-	-	-	-	3%	20%	2%		*		3%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	74%	85%	-	-	-	-	-	-	59%	89%	56%	*	*	91%	58%	97%
	2019	81%	82%	90%	-	-	-	-	-	-	81%	-	81%		-		81%	
At Meets Grade Level or Above	2021	49%	49%	63%	-	-	-	-	-	-	22%	56%	18%	*	*	73%	21%	75%
	2019	55%	56%	71%	-	-	-	-	-	-	37%	-	37%		-		37%	
At Masters Grade Level	2021	29%	28%	39%	-	-	-	-	-	-	6%	22%	4%	*	*	48%	6%	38%
	2019	33%	34%	45%	-	-	-	-	-	-	8%	-	8%		-		8%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	86%	86%	87%	86%	89%	99%	*	100%	85%	90%	88%	82%	85%	89%
Included in Accountability	83%	89%	81%	79%	81%	82%	70%	91%	*	80%	77%	88%	85%	71%	78%	80%
Not Included in Accountability: Mobile	3%	4%	3%	6%	2%	3%	11%	0%	*	20%	5%	0%	1%	8%	4%	1%
Not Included in Accountability: Other Exclusions	1%	1%	2%	1%	4%	0%	7%	7%	*	0%	3%	2%	2%	3%	3%	8%
Not Tested	12%	6%	14%	14%	13%	14%	11%	1%	*	0%	15%	10%	12%	18%	15%	11%
Absent	2%	1%	2%	3%	2%	2%	0%	0%	*	0%	4%	0%	2%	3%	3%	1%
Other	10%	5%	11%	11%	11%	12%	11%	1%	*	0%	11%	10%	10%	15%	12%	10%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	98%	100%	99%	100%	100%	100%	60%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	95%	93%	92%	91%	96%	98%	94%	100%	0%	97%	94%	98%	81%	91%	88%
Not Included in Accountability: Mobile	4%	4%	5%	6%	6%	3%	2%	3%	0%	60%	2%	6%	1%	15%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	1%	3%	0%	0%	3%	0%	0%	0%	0%	1%	3%	2%	6%
Not Tested	1%	0%	1%	2%	0%	1%	0%	0%	0%	40%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	1%	2%	0%	1%	0%	0%	0%	40%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.0%	98.7%	98.5%	98.9%	98.6%	98.4%	99.0%	*	98.1%	97.9%	98.5%	99.2%
2018-19	95.4%	96.2%	95.4%	95.6%	95.6%	95.1%	93.1%	97.3%	95.4%	94.3%	93.6%	94.9%	96.1%
Chronic Absenteeism													
2019-20	6.7%	3.5%	6.4%	9.7%	5.3%	6.3%	10.0%	2.7%	*	10.3%	13.8%	8.0%	3.5%
2018-19	11.4%	6.9%	13.7%	14.6%	13.6%	13.7%	22.7%	4.3%	16.7%	21.1%	26.1%	16.9%	9.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.3%	0.4%	1.3%	0.4%	0.2%	0.0%	0.0%	*	0.0%	1.5%	0.5%	0.0%
2018-19	1.9%	0.3%	0.3%	0.0%	0.3%	0.5%	0.0%	0.0%	0.0%	0.0%	1.2%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	97.1%	95.9%	90.6%	97.1%	95.9%	*	100.0%	*	100.0%	87.8%	94.5%	97.9%
Received TxCHSE	0.4%	0.3%	0.6%	0.0%	0.6%	1.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.9%	1.7%	1.7%	4.7%	1.7%	1.0%	*	0.0%	*	0.0%	9.8%	2.3%	2.1%
Dropped Out	5.4%	1.0%	1.7%	4.7%	0.6%	2.0%	*	0.0%	*	0.0%	2.4%	2.8%	0.0%
Graduates and TxCHSE	90.7%	97.4%	96.6%	90.6%	97.7%	97.0%	*	100.0%	*	100.0%	87.8%	94.9%	97.9%
Graduates, TxCHSE, and Continuers	94.6%	99.0%	98.3%	95.3%	99.4%	98.0%	*	100.0%	*	100.0%	97.6%	97.2%	100.0%
Class of 2019													
Graduated	90.0%	96.9%	96.6%	95.2%	97.3%	96.2%	100.0%	100.0%	*	*	85.4%	94.8%	93.5%
Received TxCHSE	0.5%	0.5%	0.4%	1.6%	0.0%	0.4%	0.0%	0.0%	*	*	0.0%	0.5%	0.0%
Continued HS	3.7%	1.6%	1.1%	3.2%	1.4%	0.4%	0.0%	0.0%	*	*	4.9%	0.9%	6.5%
Dropped Out	5.9%	1.0%	1.9%	0.0%	1.4%	3.0%	0.0%	0.0%	*	*	9.8%	3.8%	0.0%
Graduates and TxCHSE	90.4%	97.4%	97.0%	96.8%	97.3%	96.6%	100.0%	100.0%	*	*	85.4%	95.3%	93.5%
Graduates, TxCHSE, and Continuers	94.1%	99.0%	98.1%	100.0%	98.6%	97.0%	100.0%	100.0%	*	*	90.2%	96.2%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.4%	97.2%	98.4%	98.6%	95.8%	100.0%	100.0%	*	*	85.4%	95.3%	100.0%
Received TxCHSE	0.5%	0.6%	0.4%	1.6%	0.0%	0.4%	0.0%	0.0%	*	*	0.0%	0.5%	0.0%
Continued HS	1.3%	0.2%	0.4%	0.0%	0.0%	0.8%	0.0%	0.0%	*	*	4.9%	0.5%	0.0%
Dropped Out	6.1%	0.8%	1.9%	0.0%	1.4%	3.0%	0.0%	0.0%	*	*	9.8%	3.8%	0.0%
Graduates and TxCHSE	92.6%	99.0%	97.7%	100.0%	98.6%	96.2%	100.0%	100.0%	*	*	85.4%	95.8%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.2%	98.1%	100.0%	98.6%	97.0%	100.0%	100.0%	*	*	90.2%	96.2%	100.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	97.9%	96.5%	93.9%	97.6%	96.2%	-	100.0%	-	100.0%	88.1%	93.7%	96.4%
Received TxCHSE	0.6%	0.5%	0.2%	0.0%	0.0%	0.5%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.6%	3.3%	6.1%	2.4%	3.3%	-	0.0%	-	0.0%	11.9%	6.3%	3.6%
Graduates and TxCHSE	92.8%	98.4%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.1%	93.7%	96.4%
Graduates, TxCHSE, and Continuers	93.9%	98.4%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.1%	93.7%	96.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.0%	96.5%	93.9%	97.6%	96.2%	-	100.0%	-	100.0%	88.4%	93.7%	96.4%
Received TxCHSE	0.7%	0.5%	0.2%	0.0%	0.0%	0.5%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.5%	3.3%	6.1%	2.4%	3.3%	-	0.0%	-	0.0%	11.6%	6.3%	3.6%
Graduates and TxCHSE	93.3%	98.5%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.4%	93.7%	96.4%
Graduates, TxCHSE, and Continuers	93.9%	98.5%	96.7%	93.9%	97.6%	96.7%	-	100.0%	-	100.0%	88.4%	93.7%	96.4%
Class of 2017													
Graduated	92.4%	96.8%	97.2%	97.0%	96.9%	97.2%	*	100.0%	*	100.0%	93.2%	94.3%	97.6%
Received TxCHSE	0.7%	0.6%	0.6%	1.0%	0.6%	0.4%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	2.2%	2.0%	2.5%	2.4%	*	0.0%	*	0.0%	6.8%	5.2%	2.4%
Graduates and TxCHSE	93.2%	97.4%	97.8%	98.0%	97.5%	97.6%	*	100.0%	*	100.0%	93.2%	94.8%	97.6%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	97.8%	98.0%	97.5%	97.6%	*	100.0%	*	100.0%	93.2%	94.8%	97.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	96.2%	94.3%	86.6%	94.4%	95.9%	*	100.0%	*	100.0%	83.7%	91.9%	95.9%
Class of 2019	90.0%	96.0%	95.4%	90.9%	97.3%	95.4%	100.0%	94.7%	*	*	76.1%	93.1%	93.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	*	-	*	*	-	-	-	-	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.2%	6.5%	8.6%	5.3%	7.4%	*	0.0%	*	0.0%	5.6%	7.3%	8.5%
Class of 2019	4.2%	0.5%	0.9%	1.7%	0.0%	1.4%	0.0%	0.0%	*	*	0.0%	0.5%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	88.6%	82.3%	74.1%	81.8%	84.1%	*	100.0%	*	83.3%	30.6%	74.1%	74.5%
Class of 2019	83.5%	91.4%	88.8%	86.4%	88.7%	89.6%	80.0%	94.4%	*	*	43.3%	83.8%	89.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	90.9%	88.8%	82.8%	87.1%	91.5%	*	100.0%	*	83.3%	36.1%	81.5%	83.0%
Class of 2019	87.6%	92.0%	89.8%	88.1%	88.8%	91.0%	80.0%	94.4%	*	*	45.2%	84.4%	89.7%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	*	*	*	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	*	-	*	*	-	-	-	-	*	*	*
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.4%	6.3%	7.9%	5.1%	7.4%	*	0.0%	*	0.0%	5.4%	7.3%	8.7%
2018-19	4.4%	0.5%	0.9%	1.5%	0.7%	0.9%	0.0%	0.0%	*	*	0.0%	0.0%	3.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.5%	80.1%	71.4%	78.9%	83.1%	*	94.7%	*	83.3%	29.7%	73.2%	71.7%
2018-19	82.1%	90.1%	86.9%	83.1%	88.3%	86.9%	80.0%	94.7%	*	*	35.1%	81.4%	87.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	89.8%	86.3%	78.1%	84.1%	90.5%	*	94.7%	*	83.3%	35.1%	80.5%	80.4%
2018-19	85.9%	90.5%	87.8%	84.6%	89.0%	87.8%	80.0%	94.7%	*	*	36.8%	81.5%	91.2%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	459	100.0%	2,096	360,220
By Ethnicity:				
African American	64	13.9%	378	44,729
Hispanic	176	38.3%	631	184,060
White	189	41.2%	950	105,215
American Indian	4	0.9%	11	1,226
Asian	19	4.1%	91	17,126
Pacific Islander	1	0.2%	4	557
Two or More Races	6	1.3%	31	7,307
By Graduation Type:				
Minimum H.S. Program	1	0.2%	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	1	0.2%	1	952
Foundation H.S. Program (No Endorsement)	62	13.5%	212	49,535
Foundation H.S. Program (Endorsement)	29	6.3%	50	15,689
Foundation H.S. Program (DLA)	366	79.7%	1,831	292,532
Special Education Graduates	37	8.1%	178	29,018
Economically Disadvantaged Graduates	205	44.7%	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	46	10.0%	152	29,639
At-Risk Graduates	123	26.8%	484	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	63.1%	59.3%	35.9%	52.3%	70.9%	*	78.9%	*	83.3%	83.8%	48.3%	39.1%
2018-19	72.9%	75.0%	70.6%	48.5%	67.5%	76.2%	100.0%	97.4%	*	*	75.0%	62.0%	52.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	48.3%	46.2%	25.0%	36.4%	59.3%	*	73.7%	*	50.0%	2.7%	30.7%	15.2%
2018-19	53.0%	50.3%	48.2%	21.5%	40.4%	57.1%	80.0%	84.2%	*	*	4.8%	34.9%	20.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	66.7%	61.4%	46.9%	47.2%	78.3%	*	73.7%	*	66.7%	8.1%	48.3%	15.2%
2018-19	60.7%	65.9%	61.8%	46.2%	50.0%	70.8%	80.0%	94.7%	*	*	2.4%	50.5%	14.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	45.8%	40.3%	23.4%	30.1%	51.9%	*	68.4%	*	33.3%	2.7%	25.9%	13.0%
2018-19	48.6%	48.7%	46.3%	21.5%	34.9%	56.7%	80.0%	84.2%	*	*	2.4%	33.0%	5.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	43.5%	38.6%	23.4%	27.8%	50.8%	*	63.2%	*	33.3%	2.7%	24.4%	8.7%
2018-19	44.2%	46.8%	44.4%	21.5%	32.9%	54.1%	80.0%	84.2%	*	*	2.4%	31.6%	5.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	19.8%	29.0%	15.6%	22.7%	37.6%	*	52.6%	*	33.3%	0.0%	19.0%	4.3%
2018-19	21.1%	21.6%	29.3%	6.2%	28.1%	34.3%	20.0%	63.2%	*	*	2.4%	20.8%	14.7%
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	11.6%	10.0%	4.7%	7.4%	14.3%	*	5.3%	*	33.3%	0.0%	5.9%	6.5%
2018-19	23.1%	7.8%	9.3%	0.0%	4.1%	13.3%	20.0%	31.6%	*	*	0.0%	3.3%	2.9%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	25.6%	22.4%	14.1%	25.6%	21.2%	*	26.3%	*	50.0%	83.8%	25.4%	32.6%
2018-19	40.4%	44.5%	38.1%	32.3%	40.4%	38.6%	50.0%	34.2%	*	*	72.6%	38.2%	33.8%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	19.8%	16.8%	6.3%	21.0%	15.3%	*	21.1%	*	33.3%	16.2%	17.1%	21.7%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	13.5%	11.9%	3.1%	9.6%	15.5%	20.0%	15.8%	*	*	4.8%	10.8%	2.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.1%	0.4%	0.0%	0.6%	0.5%	*	0.0%	*	0.0%	0.0%	1.0%	2.2%
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.9%	3.9%	6.3%	3.4%	3.2%	*	5.3%	*	16.7%	45.9%	6.3%	8.7%
2018-19	2.3%	3.5%	3.2%	3.1%	2.7%	3.4%	20.0%	0.0%	*	*	35.7%	4.7%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.6%	2.8%	1.6%	2.3%	4.2%	*	0.0%	*	0.0%	35.1%	3.4%	4.3%
2018-19	2.7%	3.1%	3.0%	4.6%	6.2%	0.9%	0.0%	0.0%	*	*	33.3%	2.4%	11.8%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	50.9%	49.9%	42.2%	39.8%	61.4%	*	52.6%	*	66.7%	5.4%	41.5%	15.2%
	2018-19	33.4%	38.8%	30.4%	20.0%	28.1%	34.3%	60.0%	26.3%	*	*	0.0%	26.9%	11.8%
Mathematics	2019-20	21.2%	30.6%	32.2%	18.8%	26.1%	39.7%	*	47.4%	*	33.3%	0.0%	22.0%	13.0%
	2018-19	24.7%	28.0%	25.9%	6.2%	19.9%	33.5%	40.0%	42.1%	*	*	0.0%	17.5%	2.9%
Both Subjects	2019-20	16.4%	25.6%	26.6%	17.2%	20.5%	33.9%	*	36.8%	*	33.3%	0.0%	18.0%	8.7%
	2018-19	18.8%	20.9%	18.3%	4.6%	13.0%	24.5%	40.0%	21.1%	*	*	0.0%	13.2%	2.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	5.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	7.3%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	18.7%	23.8%	10.4%	17.9%	29.8%	20.0%	55.3%	*	36.4%	1.8%	15.0%	6.6%
	2019	25.2%	21.1%	29.6%	14.6%	24.5%	36.2%	50.0%	51.3%	*	28.6%	1.1%	20.1%	8.3%
English Language Arts	2020	12.7%	10.4%	12.3%	3.7%	8.8%	16.5%	10.0%	28.9%	*	18.2%	0.9%	7.8%	0.0%
	2019	14.5%	10.2%	13.0%	6.9%	9.8%	16.6%	12.5%	23.1%	*	14.3%	0.0%	7.8%	1.2%
Mathematics	2020	6.4%	4.5%	7.5%	3.7%	4.0%	9.7%	10.0%	23.7%	*	27.3%	0.0%	4.5%	0.0%
	2019	7.4%	5.3%	8.6%	4.9%	6.1%	9.9%	0.0%	33.3%	*	0.0%	0.0%	6.0%	0.0%
Science	2020	9.4%	7.5%	9.6%	4.5%	6.7%	11.7%	0.0%	31.6%	*	9.1%	0.0%	6.2%	1.9%
	2019	10.4%	8.0%	12.8%	5.6%	8.3%	16.6%	12.5%	35.9%	*	14.3%	0.0%	8.3%	0.0%
Social Studies	2020	12.4%	10.5%	14.2%	6.0%	8.5%	19.4%	0.0%	42.1%	*	18.2%	0.0%	8.2%	0.0%
	2019	13.9%	13.3%	19.9%	9.0%	16.6%	24.7%	37.5%	35.9%	*	0.0%	0.0%	14.1%	1.2%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.8%	68.0%	57.1%	68.7%	68.9%	*	71.4%	-	*	*	60.3%	71.4%
	2019	51.0%	62.3%	66.2%	42.9%	73.8%	64.3%	*	85.0%	-	*	*	70.0%	85.7%
English Language Arts	2020	50.1%	57.2%	76.0%	80.0%	69.7%	79.5%	*	72.7%	-	*	*	68.4%	-
	2019	41.2%	57.2%	74.4%	60.0%	71.9%	77.8%	*	88.9%	-	*	-	77.1%	*
Mathematics	2020	56.5%	68.2%	64.5%	80.0%	53.3%	67.4%	*	66.7%	-	*	-	59.1%	-
	2019	52.2%	61.9%	50.6%	28.6%	55.0%	46.5%	-	69.2%	-	-	-	40.7%	-
Science	2020	47.6%	41.3%	47.4%	50.0%	28.0%	46.2%	-	83.3%	-	*	-	36.7%	*
	2019	40.6%	42.8%	40.7%	12.5%	29.6%	41.7%	*	71.4%	-	*	-	37.8%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	56.7%	63.2%	50.0%	56.3%	67.4%	-	56.3%	-	*	-	55.0%	-
	2019	46.3%	51.5%	49.2%	15.4%	40.7%	53.3%	*	85.7%	-	-	-	38.1%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	65.1%	54.5%	50.0%	42.0%	64.6%	*	94.7%	*	33.3%	16.2%	39.1%	12.2%
	2018-19	75.0%	61.9%	64.8%	63.1%	50.0%	70.4%	60.0%	100.0%	*	*	7.1%	51.7%	35.3%
At/Above Criterion for All Examinees	2019-20	35.7%	47.5%	53.2%	40.6%	40.5%	63.9%	*	55.6%	-	*	33.3%	40.7%	16.7%
	2018-19	36.1%	49.2%	50.5%	26.8%	38.4%	56.1%	*	86.4%	*	*	*	45.9%	8.3%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1065	1102	1016	1061	1143	*	1152	-	*	*	1040	908
	2018-19	1027	1091	1097	962	1040	1129	*	1280	*	*	*	1058	805
English Language Arts and Writing	2019-20	513	540	567	525	546	588	*	582	-	*	*	539	460
	2018-19	517	554	558	496	528	576	*	633	*	*	*	536	408
Mathematics	2019-20	506	525	535	492	515	555	*	570	-	*	*	502	448
	2018-19	510	537	539	466	512	553	*	647	*	*	*	522	396
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	22.4	23.8	20.9	21.3	25.1	-	28.3	-	*	*	22.3	-
	2018-19	20.6	22.3	22.9	20.0	19.3	24.5	*	27.2	-	-	-	21.0	13.8
English Language Arts	2019-20	19.9	22.6	24.4	21.9	21.5	25.8	-	28.0	-	*	*	22.8	-
	2018-19	20.3	22.3	23.0	20.3	19.0	24.6	*	27.8	-	-	-	20.6	12.1
Mathematics	2019-20	20.1	21.5	22.1	19.2	19.7	23.2	-	28.6	-	*	*	20.6	-
	2018-19	20.4	21.5	22.2	18.4	19.3	23.7	*	25.7	-	-	-	21.2	14.8
Science	2019-20	20.5	22.4	23.6	20.3	21.8	24.7	-	28.1	-	*	*	22.6	-
	2018-19	20.8	22.6	23.1	20.2	19.7	24.5	*	27.3	-	-	-	21.4	16.4

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	42.4%	42.7%	27.2%	35.3%	52.1%	40.0%	70.0%	*	40.7%	13.6%	30.2%	17.9%
	2018-19	44.6%	39.9%	41.2%	29.5%	32.1%	49.6%	42.9%	68.7%	16.7%	52.9%	8.8%	29.0%	18.5%
English Language Arts	2019-20	18.2%	13.6%	13.1%	6.2%	9.0%	18.0%	10.5%	27.3%	*	8.0%	0.4%	7.4%	1.1%
	2018-19	17.8%	12.5%	13.2%	5.9%	9.0%	16.9%	19.0%	34.8%	0.0%	12.5%	0.0%	7.6%	0.9%
Mathematics	2019-20	20.7%	15.0%	14.5%	9.1%	10.9%	18.0%	10.0%	31.8%	*	16.7%	1.4%	8.7%	2.2%
	2018-19	20.4%	14.7%	17.1%	10.8%	11.4%	21.9%	19.0%	37.5%	20.0%	20.0%	1.1%	10.5%	4.6%
Science	2019-20	22.4%	21.0%	16.4%	16.5%	13.3%	17.4%	20.0%	37.9%	*	9.1%	3.9%	12.2%	4.2%
	2018-19	21.7%	19.9%	18.6%	15.7%	13.4%	22.1%	21.1%	39.3%	0.0%	18.8%	5.3%	13.8%	8.1%
Social Studies	2019-20	24.6%	26.9%	27.1%	11.2%	18.2%	38.2%	15.0%	56.1%	*	23.1%	1.3%	15.9%	3.6%
	2018-19	23.6%	26.6%	28.8%	16.4%	19.2%	37.6%	33.3%	61.2%	0.0%	31.3%	1.0%	18.2%	4.2%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	57.1%	44.2%	39.1%	52.3%	39.7%	*	26.3%	*	50.0%	40.5%	47.8%	50.0%
	2018-19	59.0%	56.9%	43.7%	43.1%	46.6%	42.9%	60.0%	31.6%	*	*	40.5%	41.5%	35.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	50.6%	49.9%	38.5%	49.3%	51.1%	60.0%	73.7%	*	*	23.8%	41.2%	44.1%
	2017-18	53.4%	54.3%	50.1%	48.1%	48.2%	51.3%	*	58.3%	*	62.5%	28.9%	47.7%	32.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	59.4%	69.8%	-	88.9%	66.7%	*	*	-	-	-	88.9%	*
	2017-18	60.7%	58.5%	54.5%	32.0%	48.7%	61.2%	-	83.3%	*	80.0%	0.0%	35.5%	18.8%

Texas Education Agency
2020-21 Student Information (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,023	100.0%	30,189	5,359,040	2,023	100.0%	30,267	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.2%	3.7%	0	0.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	2.4%	3.2%				
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	528	26.1%	8.1%	8.1%	528	26.1%	8.1%	8.1%
Grade 10	495	24.5%	8.0%	7.8%	495	24.5%	7.9%	7.8%
Grade 11	470	23.2%	7.7%	7.2%	470	23.2%	7.7%	7.2%
Grade 12	530	26.2%	7.4%	6.8%	530	26.2%	7.3%	6.8%
Ethnic Distribution:								
African American	246	12.2%	18.5%	12.7%	246	12.2%	18.5%	12.7%
Hispanic	794	39.2%	33.7%	52.9%	794	39.2%	33.7%	52.9%
White	853	42.2%	41.2%	26.5%	853	42.2%	41.2%	26.5%
American Indian	14	0.7%	0.5%	0.3%	14	0.7%	0.5%	0.3%
Asian	65	3.2%	3.3%	4.7%	65	3.2%	3.3%	4.7%
Pacific Islander	4	0.2%	0.2%	0.2%	4	0.2%	0.2%	0.2%
Two or More Races	47	2.3%	2.7%	2.7%	47	2.3%	2.7%	2.7%
Sex:								
Female	1,011	50.0%	48.9%	48.9%	1,011	50.0%	48.9%	48.9%
Male	1,012	50.0%	51.1%	51.1%	1,012	50.0%	51.1%	51.1%
Other Student Information:								
Economically Disadvantaged	1,062	52.5%	47.8%	60.3%	1,062	52.5%	47.8%	60.2%
Non-Educationally Disadvantaged	961	47.5%	52.2%	39.7%	961	47.5%	52.2%	39.8%
Section 504 Students	249	12.3%	10.8%	7.2%	249	12.3%	10.8%	7.2%
EB Students/EL	315	15.6%	16.0%	20.7%	315	15.6%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	63	2.9%	1.1%	1.2%				

Texas Education Agency
2020-21 Student Information (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	113	5.6%	6.4%	4.5%	113	5.6%	6.4%	4.5%
Foster Care	20	1.0%	0.3%	0.3%	20	1.0%	0.3%	0.3%
Homeless	56	2.8%	1.6%	1.1%	56	2.8%	1.6%	1.1%
Immigrant	44	2.2%	1.4%	2.0%	44	2.2%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	30.4%	64.5%	0	0.0%	30.5%	64.5%
Military Connected	14	0.7%	0.9%	2.7%	14	0.7%	0.9%	2.7%
At-Risk	578	28.6%	30.2%	49.2%	578	28.6%	30.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	312	15.4%	17.0%	21.0%	312	15.4%	16.9%	20.9%
Gifted and Talented Education	289	14.3%	10.3%	8.3%	289	14.3%	10.2%	8.3%
Special Education	254	12.6%	12.4%	11.1%	254	12.6%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	254							
By Type of Primary Disability								
Students with Intellectual Disabilities	127	50.0%	34.8%	42.5%				
Students with Physical Disabilities	20	7.9%	24.6%	21.3%				
Students with Autism	37	14.6%	11.3%	14.1%				
Students with Behavioral Disabilities	70	27.6%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	287	13.3%	13.5%	13.8%				
By Ethnicity:								
African American	77	3.6%	4.1%	2.8%				
Hispanic	94	4.3%	4.1%	7.1%				
White	101	4.7%	4.5%	3.1%				
American Indian	1	0.0%	0.1%	0.1%				
Asian	8	0.4%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	49	18.6%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	33	11.4%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	211	18.5%	18.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	214	13.6%	17.5%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.4%	-	5.3%	4.8%
Grade 1	-	0.8%	1.9%	-	0.7%	3.2%
Grade 2	-	0.1%	1.0%	-	1.1%	1.4%
Grade 3	-	0.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	0.0%	0.4%
Grade 5	-	0.2%	0.2%	-	0.3%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.7%	0.4%
Grade 9	0.5%	0.9%	4.7%	0.0%	0.7%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	17.7
Grade 1	-	16.2	18.0
Grade 2	-	17.4	18.0
Grade 3	-	16.8	18.2
Grade 4	-	17.5	18.3
Grade 5	-	17.6	19.8
Grade 6	-	20.0	19.4
Secondary:			
English/Language Arts	19.7	18.7	15.7
Foreign Languages	19.3	19.0	17.8
Mathematics	20.9	20.6	16.9
Science	20.9	20.9	17.9
Social Studies	21.0	21.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	203.4	100.0%	100.0%	100.0%
Professional Staff:	178.2	87.6%	73.5%	64.3%
Teachers	151.5	74.5%	57.6%	49.6%
Professional Support	19.4	9.5%	12.3%	10.6%
Campus Administration (School Leadership)	7.2	3.5%	2.9%	3.0%
Educational Aides:	25.2	12.4%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	32.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	7.0	n/a	89.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	51.7	25.4%	30.3%	51.5%
Teachers by Ethnicity:				
African American	11.5	7.6%	8.3%	11.1%
Hispanic	20.0	13.2%	14.4%	28.4%
White	110.5	73.0%	74.0%	56.9%
American Indian	1.2	0.8%	0.5%	0.3%
Asian	1.3	0.8%	1.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	7.0	4.6%	1.6%	1.2%
Teachers by Sex:				
Males	75.4	49.7%	25.2%	23.8%
Females	76.1	50.3%	74.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.2	2.1%	1.2%	1.2%
Bachelors	98.8	65.2%	68.2%	73.0%
Masters	46.6	30.7%	29.9%	25.0%
Doctorate	3.0	2.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	22.1	14.6%	9.0%	6.7%
1-5 Years Experience	42.7	28.2%	30.4%	27.8%
6-10 Years Experience	25.9	17.1%	19.4%	20.3%
11-20 Years Experience	35.2	23.3%	30.2%	29.1%
21-30 Years Experience	21.5	14.2%	9.5%	13.0%
Over 30 Years Experience	4.0	2.6%	1.6%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.4	n/a	12.7	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.1	6.4
Average Years Experience of Principals with District	4.0	7.3	5.5
Average Years Experience of Assistant Principals	3.8	6.0	5.5
Average Years Experience of Assistant Principals with District	3.7	5.3	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.8	9.8	11.2
Average Years Experience of Teachers with District:	6.3	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,103	\$55,806	\$50,849
1-5 Years Experience	\$57,724	\$57,159	\$53,288
6-10 Years Experience	\$61,236	\$59,581	\$56,282
11-20 Years Experience	\$64,316	\$62,201	\$59,900
21-30 Years Experience	\$66,047	\$65,442	\$64,637
Over 30 Years Experience	\$74,752	\$74,857	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$61,254	\$60,097	\$57,641
Professional Support	\$66,965	\$69,580	\$68,030
Campus Administration (School Leadership)	\$93,514	\$87,688	\$83,424
Instructional Staff Percent:			
	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):			
	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.5	1.7%	2.4%	6.2%
Career and Technical Education	21.1	13.9%	5.0%	5.1%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted and Talented Education	0.0	0.0%	1.0%	1.8%
Regular Education	90.9	60.0%	77.2%	71.0%
Special Education	11.9	7.9%	6.4%	9.4%
Other	25.0	16.5%	6.6%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
DENTON H S (061901003) - DENTON ISD - DENTON COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Denton Independent School District
Calhoun Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The faculty and staff of Calhoun Middle School strive to teach successfully all children to become responsible citizens who demonstrate an intercultural awareness and respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- * Discover individual interests and the ability to communicate those interests meaningfully
- * Cultivate a life-long love of learning through a holistic educational approach
- * Develop skills to cope with, as well as productively contribute to, our complex, dynamic, and multicultural society

Vision

Learning for Living in a Global World

Core Beliefs

We believe that as the Calhoun learning community it is our responsibility to:

- Build supportive relationships with our students and their families
- Exhibit a growth mindset
- Promote global life long learning
- Embrace our diversity

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Guiding Outcome 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 recognition to the Denton ISD community	24
Guiding Outcome 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	27
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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Calhoun Middle School will support our staff in meeting the academic, behavioral, and social/emotional needs of our diverse population through professional development opportunities.
- CMS will also build close community relations with local businesses and community stakeholders to support the academic success of our students.
- Calhoun administration and staff will partner with our PTA to promote parent interaction and involvement on our campus

Texas Education Agency
2020-21 Student Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Ethnic Distribution:								
African American	83	12.5%	18.5%	12.7%	83	12.5%	18.5%	12.7%
Hispanic	314	47.3%	33.7%	52.9%	314	47.3%	33.7%	52.9%
White	234	35.2%	41.2%	26.5%	234	35.2%	41.2%	26.5%
American Indian	6	0.9%	0.5%	0.3%	6	0.9%	0.5%	0.3%
Asian	14	2.1%	3.3%	4.7%	14	2.1%	3.3%	4.7%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	13	2.0%	2.7%	2.7%	13	2.0%	2.7%	2.7%
Sex:								
Female	312	47.0%	48.9%	48.9%	312	47.0%	48.9%	48.9%
Male	252	53.0%	51.1%	51.1%	252	53.0%	51.1%	51.1%

male	332	33.0%	31.1%	31.1%	332	33.0%	31.1%	31.1%
Economically Disadvantaged	451	67.9%	47.8%	60.3%	451	67.9%	47.8%	60.2%
Non-Educationally Disadvantaged	213	32.1%	52.2%	39.7%	213	32.1%	52.2%	39.8%
Section 504 Students	77	11.6%	10.8%	7.2%	77	11.6%	10.8%	7.2%
EB Students/EL	214	32.2%	16.0%	20.7%	214	32.2%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	12	1.5%	1.1%	1.2%				
Students w/ Dyslexia	47	7.1%	6.4%	4.5%	47	7.1%	6.4%	4.5%
Foster Care	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Homeless	13	2.0%	1.6%	1.1%	13	2.0%	1.6%	1.1%
Immigrant	16	2.4%	1.4%	2.0%	16	2.4%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	30.4%	64.5%	0	0.0%	30.5%	64.5%
Military Connected	7	1.1%	0.9%	2.7%	7	1.1%	0.9%	2.7%
At-Risk	291	43.8%	30.2%	49.2%	291	43.8%	30.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	214	32.2%	17.0%	21.0%	214	32.2%	16.9%	20.9%
Gifted and Talented Education	101	15.2%	10.3%	8.3%	101	15.2%	10.2%	8.3%
Special Education	95	14.3%	12.4%	11.1%	95	14.3%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	95							
By Type of Primary Disability								
Students with Intellectual Disabilities	52	54.7%	34.8%	42.5%				
Students with Physical Disabilities	5	5.3%	24.6%	21.3%				
Students with Autism	8	8.4%	11.3%	14.1%				
Students with Behavioral Disabilities	30	31.6%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	113	14.5%	13.5%	13.8%				
By Ethnicity:								
African American	23	2.9%	4.1%	2.8%				
Hispanic	37	4.7%	4.1%	7.1%				
White	44	5.6%	4.5%	3.1%				

	21	2020	2019	2018
American Indian	1	0.1%	0.1%	0.1%
Asian	3	0.4%	0.4%	0.4%
Pacific Islander	0	0.0%	0.0%	0.0%
Two or More Races	5	0.6%	0.3%	0.4%
Count and Percent of Special Ed Students who are Mobile	18	16.4%	16.9%	16.5%
Count and Percent of EB Students/EL who are Mobile	25	12.0%	12.0%	13.6%
Count and Percent of Econ Dis Students who are Mobile	95	17.5%	18.2%	16.0%

Demographics Strengths

- * IB curriculum allows students to have a global perspective of learning.
- * Individual academic plans are created for our at-risk students and appropriate supports are put in place.
- * 94% plus attendance
- * Multiple programs and resources available on campus for support of our economically disadvantaged students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Living through pandemic has caused academic deficits in many students, even gifted students find themselves struggling to make academic gains. **Root Cause:** There are students that come to middle school with deficits regardless, but living through a pandemic has caused drastic gaps in learning that must be addressed to ensure our students' academic success.

Student Learning

Student Learning Summary

- A staff team will attend the Solution Tree conference to solidify what the PLC process will be on the CMS campus. The staff team will become our building experts and model the PLC process and help facilitate the strategic implementation of the PLC process to promote student academic success on the CMS campus.
- CMS will utilize and monitor Professional Learning Community (PLC) procedures to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a "Meets" performance level as measured by state assessments.
- CMS will provide support for our English Language Arts and Reading teachers to continue developing and implementing the Lucy Calkins Workshop model. In an effort to support student improvement in literacy, there will be a focus on Assessment For Learning strategies implementing and utilizing learning targets, effective feedback, goal-setting, and differentiation.
- CMS will continue to support our English Language Learners, special education, dual language and 504 students through intentional and individualized support.
- CMS will use the programs for reading intervention support and Mathia along with IXL for Math intervention support to decrease the achievement gap in our students.
- During department time, teachers will plan together and develop MYP units that focus not only on the state TEKS but also the IB assessment criteria.
- CMS will develop strategic opportunities for students needing math or reading acceleration, per HB4545, through our Advisory class, scheduled during the school day, ACE math tutoring, after school tutoring, and Saturday School.

See addendums for Texas Academic Performance Report (TAPR).

Student Learning Strengths

- CMS is committed to increasing state assessment scores to pre-pandemic levels within this school year.

Calhoun		2018-19			2020-21		
Test	# Tested	Avg Scale Score	% Approaches	# Tested	Avg Scale Score	% Approaches	
6 th Reading	244	1544	56%	200	1532	52%	
6 th Math	244	1619	77%	198	1572	59%	
7 th Reading	237	1661	73%	183	1602	61%	
7 th Math	235	1655	72%	173	1621	58%	
8 th Reading	234	1686	74%	208	1657	73%	
8 th Math	209	1687	78%	181	1601	49%	
8 th Science	234	4082	79%	201	3654	58%	
8 th Soc Stu	233	3753	65%	199	3482	40%	
Algebra I	27	4757	100%	30	4078	90%	

District		2018-19			2020-21		
Test	# Tested	Avg Scale Score	% Approaches	# Tested	Avg Scale Score	% Approaches	
6 th Reading	2318	1592	72%	1784	1573	67%	
6 th Math	2316	1647	82%	1881	1600	68%	
7 th Reading	2294	1676	80%	2094	1644	72%	
7 th Math	2267	1677	79%	2067	1635	63%	
8 th Reading	1903	1709	83%	1897	1681	77%	
8 th Math	2283	1710	82%	1645	1629	55%	
8 th Science	2288	4059	82%	1907	3786	64%	
8 th Soc Stu	2284	3811	69%	1775	3638	56%	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scores in 2021 decreased significantly from 2019, this decrease was seen more so in math. To address student academic gaps, CMS will implement an advisory class within the school day which will provide accelerated instruction for students needing support in math, reading, or science. CMS will strategically create academic supports that align with HB4545. **Root Cause:** The pandemic and connected learning

School Processes & Programs

School Processes & Programs Summary

Priorities:

- CMS continue to hire high quality staff for our campus.
- Teamwork and collaboration are immediate when working in department or grade level professional learning communities (PLC's).
- Campus veteran teachers work diligently to mentor our new hires and help them to assimilate to our Calhoun culture.
- Communicating with our teachers and staff is vital to determine how to best support them inside and outside of the classroom. Student academic progress goes hand in hand with our support of our teachers.
- CMS will continue to improve our parent and community communication to inform effectively all stakeholders through our bi-weekly newsletter, Calhoun Facebook page, Instagram account, and principal video messages.

School Processes & Programs Strengths

- Development of Master Schedule that allows core subject teachers to have the same conference time during the school day for collaboration and MYP unit development.
- Creation of and advisory class to address HB4545 intervention requirements as well as social skills and social emotional supports.
- Common assessment data is analyzed and reviewed during PLC's to guide instruction and assessment creation.
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS, IB assessment criteria, and ATLS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Lucy Calkins, Reading and Writing Workshop in our ELAR classrooms
- Continued PD and implementation of AFL and ATL strategies
- 1:1 student chromebook campus
- Strong support of technology staff
- Willingness of staff to integrate technology within lessons
- Staff takes ownership in campus supervision, as we are a large spread-out campus
- Increase use of Mathia, Moby Max, Carnegie Learning, IXL etc. for instruction acceleration
- CMS works closely with Communities in Schools and our After school Center of Education or ACE to help support our at-risk students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for PLC PD opportunities, CMS will be working with our IB coordinator , our on campus PLC team and the C& I department to provide training for our staff

Perceptions

Perceptions Summary

- CMS believes all students should feel safe and accepted at school; to ensure this we take out the stigma associated with reporting problems. CMS provides the use of STOP IT; an online anonymous reporting tools available for students and parents.
- CMS promotes the IB learner
- CMS continues to make positive interactions with students our top priority.
- CMS continues to request parent feedback promoting an open door policy with administration
- CMS will promote student feedback via the implementation of a student principal's council and IB student ambassadors group

Perceptions Strengths

Priorities:

- Staff send weekly communication to parents via email
- Staff update weekly agenda sharing MYP lessons with parents

Strengths:

- Strong Administrator and teacher communication
- Teachers take pride in their IB MYP units and learner profile implementation
- Teachers' development of strong supportive relationships with students and parents
- All teachers and staff are committed to positive student achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CMS would like to continue to increase student pride in our school and student self advocacy

Priority Problem Statements

Problem Statement 1: Living through pandemic has caused academic deficits in many students, even gifted students find themselves struggling to make academic gains.

Root Cause 1: There are students that come to middle school with deficits regardless, but living through a pandemic has caused drastic gaps in learning that must be addressed to ensure our students' academic success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Scores in 2021 decreased significantly from 2019, this decrease was seen more so in math. To address student academic gaps, CMS will implement an advisory class within the school day which will provide accelerated instruction for students needing support in math, reading, or science. CMS will strategically create academic supports that align with HB4545.

Root Cause 2: The pandemic and connected learning

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for PLC PD opportunities, CMS will be working with our IB coordinator , our on campus PLC team and the C& I department to provide training for our staff

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: CMS would like to continue to increase student pride in our school and student self advocacy

Root Cause 4:

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- 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

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 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: 100% of eligible HB4545 students will be served by May 2023. Student participation in intervention classes, advisory ,and Saturday school accelerated learning opportunities will be measure via attendance data.

Evaluation Data Sources: STAAR results 2020,2021,2022, 2023MAP data BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of a daily advisory period where each teacher will mentor and advocate for 10-15 students. Students needing HB4545 were strategically placed with core content teachers to provide accelerated learning opportunities weekly. Attendance will be tracked to monitor student participation.</p> <p>Strategy's Expected Result/Impact: Student growth in reading, and math for all students based on Observation Reports, comparisons of 2020 and 2021 STAAR, MAP BOY/MOY/EOY results, and report card grades.</p> <p>Staff Responsible for Monitoring: CMS Teacher, Administrators and Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilization of After School Centers of Education or (ACE program) enrollment for after school math tutoring /support for students</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate and create individualized academic plans for students</p> <p>Staff Responsible for Monitoring: Math certified teachers, on campus ACE supervisor and CMS administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of Saturday School, specifically focusing on English, math and science concepts. Students will be invited to attended to solidify skills in which they may need additional support.</p> <p>Strategy's Expected Result/Impact: Students will be more confident when assessing in the area of English, math and science.</p> <p>Staff Responsible for Monitoring: CMS administrators and CMS teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Teachers will implement strategic plan to close the gaps in the areas of English, math and science. - State Compensatory Education (SCE) - \$10,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: Calhoun will engage students in IB learning frameworks that encourage them to become self-directed learners who are prepared with critical self management skills needed for high school and post secondary opportunities. Student advocacy skills will be measured by the number of students scheduling tutorial appointments during the advisory period. Students will develop SMART goals which they will track and reflect upon.

Strategy 1 Details	Formative Reviews		
Strategy 1: Creating and implementing MYP units with fidelity. Strategy's Expected Result/Impact: Students will learn how to be self aware of their learning and reflect on their progress. Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize assessment for learning for student progress monitoring. Focusing on: * Learning Targets *Strong and weak work *Descriptive Feedback *Co-Creating success Criteria *Student goal setting *Effective Questioning</p> <p>Strategy's Expected Result/Impact: Increase student performance in Common Assessments, STAAR, progress, DMTSS, progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Learning Communities (PLC's) will meet regularly with guidance from administration and IB Coordinator for strategic planning, review of student progress, and discussing best practices.</p> <p>Strategy's Expected Result/Impact: Increased positive student performance overall, in Common Assessments, STAAR, progress, DMTSS, progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, may include:</p> <ul style="list-style-type: none"> *IB Campus PD *IB Summer Institute for Teachers, IB coordinator, and Administrator PD *Lucy Calkin's Readers & Writers Workshop *District lead PD *CMS Lead PD *North Texas Teen Book Fair *Assessment for Learning (AFL) *Professional Learning Communities (PLC) Institute (Solution Tree) *MAP *DMTSS *Emergent Bilinguals (EB) strategies *Local, State, and National Conferences *504 Conference *SEL Counseling Conferences *Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance in Common Assessments, STAAR, progress, DMTSS, progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators, DLS, C&I Dept.</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$10,000</p>	Formative		
	Dec	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Guiding Outcome 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: Calhoun will increase all students' academic RIT growth a minimum of one point in reading and writing as measured by NWEA MAP, and increase the percentage of students in the meets category for STAAR by 5%.

Evaluation Data Sources: NWEA MAP (BOY / MOY) and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During our regular Professional Learning Communities meetings we will collaborate with our teachers, administrators, and IB Coordinator to analyze data, plan instructional units, integrate best technology practices, and ATL skills.</p> <p>Strategy's Expected Result/Impact: Rigorous MYP plan development</p> <p>Staff Responsible for Monitoring: English teachers, Administrators and IB Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A variety of formal and informal assessments and reflections will be administered pre-mid-post Units of Study to drive teachers instruction and target intervention.</p> <p>Strategy's Expected Result/Impact: Student growth will be documented for appropriate interventions</p> <p>Staff Responsible for Monitoring: English teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Cross-curricular support strategies will continue through our social studies classes with a reading and writing focus in order to increase literacy rates and assessment results. This will be reinforced through vertically aligned professional development opportunities and regular Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to writing and reading expectations across contents.</p> <p>Staff Responsible for Monitoring: English teachers, social studies teachers and CMS administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Targeted small group and one-to-one conferences will be frequently provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback and instruction.</p> <p>Strategy's Expected Result/Impact: Provide for student feedback for academic improvement</p> <p>Staff Responsible for Monitoring: English teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Substitutes needed to provide opportunities for true individual conferencing - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: Math will increase Meets at 5% from 2021-2022 STAAR, data will be taken from MAP BOY & MOY, IXL Diagnostic (ongoing), STAAR, and Common Assessments.

Evaluation Data Sources: MAP BOY & MOY, IXL Diagnostic (ongoing), STAAR, and Common Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: IXL support modules for targeted concept instruction front loaded and reviewed during Units. Strategy's Expected Result/Impact: Increase student performance on common assessments, MAP testing (MOY, EOY), and STAAR exam. Staff Responsible for Monitoring: Certified math teachers and CMS admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly Math data meetings with grade level partners and intervention support. Strategy's Expected Result/Impact: Teachers will be able to collaborate and create individualized academic plans for students Staff Responsible for Monitoring: Certified math teachers and CMS administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop peer teachers within the classroom to support and advance those students that may have math academic struggles.</p> <p>Strategy's Expected Result/Impact: Student ownership in learning</p> <p>Staff Responsible for Monitoring: Certified math teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Targeted small group and one-to-one conferences will be frequently provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback and instruction.</p> <p>Strategy's Expected Result/Impact: Provide for student feedback for academic improvement</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Substitutes needed to allow for teacher small group conference check ins - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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 recognition to the Denton ISD community

Performance Objective 1: Create a culture that will foster social and emotional well-being for staff and students. Calhoun will be an environment where learning can take place and where staff and students are valued, appreciated, recognized, and feel safe. Progress will be measured utilizing staff and student satisfaction surveys to provide feedback for improvements.

Evaluation Data Sources: Campus Climate and Culture Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communities in Schools will case manage at-risk students and provide on-going services in the six components of the CIS Model:</p> <ol style="list-style-type: none"> 1. Supportive guidance and counseling 2. Health and human services 3. Parent and family engagement 4. College and career readiness 5. Enrichment activities 6. Academic support <p>Strategy's Expected Result/Impact: Student's needs are being meet academically, emotionally, and physically.</p> <p>Staff Responsible for Monitoring: Campus Coordinator for Communities in Schools / CMS administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - At-Risk (SCE) - \$12,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The ACE (After school Center of Education) program will support our at-risk students after school by providing:</p> <ul style="list-style-type: none"> *Homework completion assistance *Math Intervention, stratifying HB4545 *Academic and social emotional learning enrichment *Enrichment Clubs *College and Career Readiness Exploration and *Parent and Family Engagement <p>Strategy's Expected Result/Impact: Increased academic success of those students participating in the ACE program</p> <p>Staff Responsible for Monitoring: ACE Coordinator, ACE staff, and CMS administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain an on campus food pantry for CMS families.</p> <p>Strategy's Expected Result/Impact: Reduce the amount of food insecurity on our campus.</p> <p>Staff Responsible for Monitoring: CIS Coordinator, Campus Counselors</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Calhoun will celebrate and recognize students and staff who exhibit the IB Learner Profile attributes through staff nominations.</p> <p>Strategy's Expected Result/Impact: Help to boost staff moral and create student understanding of the IB Learner Profiles.</p> <p>Staff Responsible for Monitoring: Teachers, IB Coordinator and CMS administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Calhoun will empower students, through IB ATL skills, to self-analyze their actions throughout the learning process in order to build confidence in their learning and personal growth.</p> <p>Strategy's Expected Result/Impact: Students will learn how to advocate for themselves</p> <p>Staff Responsible for Monitoring: Teachers, IB Coordinator and CMS administration</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Calhoun will foster humanitarian values through the IB Learner Profiles to encourage students to view themselves as change agents in their lives and the lives of others.</p> <p>Strategy's Expected Result/Impact: Students will be given the tools and knowledge necessary for living in a global world.</p> <p>Staff Responsible for Monitoring: All Teachers, IB Coordinator and administration</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Guiding Outcome 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: Calhoun will offer students a vast range of opportunities to develop the behavioral skills they need right now as they develop and move upward. Student success will be measured through student participation in extracurricular activities and behavioral referrals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Calhoun will partnership with Peterbilt to expose the students to the various career opportunities and necessary skills to be successful in the workplace.</p> <p>Strategy's Expected Result/Impact: Students will begin to explore post secondary plans</p> <p>Staff Responsible for Monitoring: Teachers, IB Coordinator, and CMS Administration</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase student participation in UIL academic competition</p> <p>Strategy's Expected Result/Impact: Expose students to academic competition</p> <p>Staff Responsible for Monitoring: UIL coordinator, UIL Coaches, and CMS Administration</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote club/extracurricular activity participation and special community engagement events through recruitment, highlights in newsletter and daily announcements.</p> <p>Strategy's Expected Result/Impact: Promote all stakeholders campus pride</p> <p>Staff Responsible for Monitoring: Teachers, IB Coordinator, CMS Administration, CIS Coordinator, ACE coordinator, and PTA</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: House Bill lessons to address:</p> <ul style="list-style-type: none"> ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse and Human Trafficking's awareness and prevention ~Drug and Alcohol awareness and prevention <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades.</p> <p>Staff Responsible for Monitoring: Student Assistance Counselor, Academic Counselors, CMS Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Providing physical, social, and emotional supports including, but not limited to:</p> <ul style="list-style-type: none"> *Counselor Resource Room *Counselor lunch groups *Creation and monitoring of the CMS Facebook page for optimal community engagement *Creation of Student Principal's Council *Creation of IB Ambassadors group <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~Students of the 9 weeks ~Staff of the Month 	Formative		
	Dec	Mar	May

- ~Teacher of the Year
- ~Appreciation items
- ~Appreciation cards

Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades.

Staff Responsible for Monitoring: Admin, Counselors, Teachers, Paras, CIS, and PTA

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levels:

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Calhoun Middle School

Total SCE Funds: \$40,000.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Calhoun Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Joan Phillips	Class room teacher	1
Vacancy	Paraprofessional	1

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$12,000.00
Sub-Total					\$12,000.00
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teachers will implement strategic plan to close the gaps in the areas of English, math and science.		\$10,000.00
1	2	4			\$10,000.00
1	3	4	Substitutes needed to provide opportunities for true individual conferencing		\$5,000.00
1	4	4	Substitutes needed to allow for teacher small group conference check ins		\$5,000.00
Sub-Total					\$30,000.00

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CALHOUN MIDDLE**

Campus Number: **061901045**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

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 6 Reading																	
At Approaches Grade Level or Above	2019	68%	74%	58%	65%	50%	67%	*	*	-	*	10%	78%	59%	57%	51%	49%
	2018	69%	76%	60%	48%	50%	75%	*	*	-	79%	22%	60%	62%	56%	49%	49%
At Meets Grade Level or Above	2019	37%	43%	28%	13%	23%	39%	*	*	-	*	5%	44%	29%	24%	17%	18%
	2018	39%	45%	30%	17%	19%	44%	*	*	-	57%	17%	20%	33%	23%	19%	19%
At Masters Grade Level	2019	18%	20%	15%	0%	10%	26%	*	*	-	*	5%	33%	15%	13%	7%	5%
	2018	19%	21%	15%	3%	4%	25%	*	*	-	43%	8%	20%	16%	11%	5%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	78%	74%	78%	75%	*	*	-	*	40%	89%	79%	72%	76%	83%
	2018	77%	80%	68%	59%	58%	80%	*	*	-	86%	42%	40%	69%	64%	56%	60%
At Meets Grade Level or Above	2019	47%	46%	42%	17%	41%	48%	*	*	-	*	10%	56%	45%	30%	33%	44%
	2018	44%	45%	30%	10%	21%	45%	*	*	-	43%	13%	0%	31%	27%	19%	23%
At Masters Grade Level	2019	21%	19%	13%	0%	10%	18%	*	*	-	*	3%	22%	14%	9%	8%	9%
	2018	18%	17%	9%	0%	4%	13%	*	*	-	14%	8%	0%	9%	7%	6%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	81%	76%	72%	68%	86%	*	*	-	80%	41%	75%	75%	78%	67%	58%
	2018	74%	82%	69%	68%	60%	79%	*	100%	-	*	23%	70%	68%	70%	61%	58%
At Meets Grade Level or Above	2019	49%	56%	54%	40%	42%	72%	*	*	-	70%	19%	42%	55%	53%	39%	39%
	2018	48%	56%	43%	39%	30%	61%	*	90%	-	*	15%	40%	42%	49%	33%	31%
At Masters Grade Level	2019	29%	34%	34%	24%	19%	52%	*	*	-	50%	3%	33%	33%	36%	20%	17%
	2018	29%	35%	29%	18%	17%	48%	*	60%	-	*	0%	20%	29%	26%	20%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	73%	63%	65%	86%	*	*	-	80%	38%	58%	74%	71%	65%	61%
	2018	72%	79%	65%	63%	56%	80%	*	100%	-	*	18%	63%	65%	67%	59%	56%
At Meets Grade Level or Above	2019	43%	48%	41%	13%	31%	59%	*	*	-	70%	22%	17%	42%	38%	31%	27%
	2018	40%	49%	36%	20%	25%	58%	*	100%	-	*	14%	25%	37%	33%	29%	29%
At Masters Grade Level	2019	17%	19%	17%	4%	12%	25%	*	*	-	20%	9%	0%	17%	16%	11%	8%
	2018	18%	23%	17%	13%	11%	25%	*	67%	-	*	7%	0%	18%	15%	12%	17%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	67%	52%	59%	82%	*	*	-	70%	25%	55%	67%	67%	57%	53%
	2018	69%	75%	61%	48%	52%	76%	*	100%	-	*	19%	60%	61%	64%	54%	48%
At Meets Grade Level or Above	2019	42%	49%	42%	20%	28%	65%	*	*	-	60%	19%	18%	43%	41%	28%	25%
	2018	43%	51%	38%	24%	25%	57%	*	90%	-	*	7%	40%	38%	36%	28%	30%
At Masters Grade Level	2019	18%	21%	18%	12%	8%	30%	*	*	-	30%	13%	9%	18%	19%	9%	7%
	2018	15%	16%	13%	7%	4%	26%	*	40%	-	*	4%	10%	14%	11%	5%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	90%	86%	83%	81%	94%	*	100%	-	80%	52%	100%	87%	83%	82%	76%
	2018	86%	91%	82%	75%	78%	88%	*	*	-	*	27%	100%	82%	82%	78%	73%
At Meets Grade Level or Above	2019	55%	60%	52%	33%	34%	81%	*	100%	-	40%	14%	40%	52%	52%	41%	26%
	2018	49%	59%	41%	15%	33%	56%	*	*	-	*	8%	29%	41%	40%	30%	25%

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

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

		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%	31%	17%	17%	56%	*	60%	-	0%	0%	20%	31%	31%	18%	12%	
	2018	27%	34%	21%	10%	14%	30%	*	*	-	*	0%	0%	20%	22%	12%	3%	
Grade 8 Mathematics^A																		
At Approaches Grade Level or Above	2019	88%	89%	84%	73%	82%	91%	*	100%	-	60%	46%	78%	85%	80%	82%	76%	
	2018	86%	90%	78%	70%	74%	85%	*	*	-	*	24%	100%	82%	63%	76%	76%	
At Meets Grade Level or Above	2019	57%	56%	49%	27%	38%	74%	*	100%	-	60%	14%	44%	51%	41%	42%	35%	
	2018	51%	54%	34%	10%	27%	55%	*	*	-	*	8%	57%	35%	29%	28%	26%	
At Masters Grade Level	2019	17%	16%	13%	4%	6%	24%	*	60%	-	20%	4%	22%	15%	5%	8%	3%	
	2018	15%	17%	4%	0%	3%	7%	*	*	-	*	4%	0%	3%	5%	2%	2%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	84%	82%	76%	75%	94%	*	100%	-	60%	38%	80%	82%	83%	75%	69%	
	2018	76%	80%	73%	62%	65%	86%	*	*	-	*	20%	71%	75%	68%	68%	63%	
At Meets Grade Level or Above	2019	51%	56%	53%	45%	36%	76%	*	100%	-	40%	14%	50%	53%	51%	41%	28%	
	2018	52%	59%	50%	24%	42%	68%	*	*	-	*	8%	43%	52%	45%	41%	38%	
At Masters Grade Level	2019	25%	29%	32%	31%	13%	54%	*	80%	-	20%	10%	40%	32%	30%	21%	16%	
	2018	28%	35%	32%	5%	26%	47%	*	*	-	*	4%	29%	31%	36%	24%	18%	
Grade 8 Social Studies																		
At Approaches Grade Level or Above	2019	69%	71%	67%	68%	53%	84%	*	100%	-	40%	28%	80%	65%	74%	60%	38%	
	2018	65%	70%	60%	48%	53%	74%	*	*	-	*	15%	57%	59%	64%	53%	46%	
At Meets Grade Level or Above	2019	37%	38%	34%	21%	23%	49%	*	100%	-	0%	7%	40%	33%	36%	28%	19%	
	2018	36%	40%	24%	19%	15%	41%	*	*	-	*	4%	0%	22%	32%	14%	6%	
At Masters Grade Level	2019	21%	23%	21%	14%	10%	33%	*	80%	-	0%	3%	20%	22%	19%	14%	10%	
	2018	21%	23%	11%	10%	5%	21%	*	*	-	*	0%	0%	9%	15%	4%	0%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	86%	100%	100%	*	100%	-	100%	-	-	*	*	100%	100%	100%	100%	
	2018	83%	85%	100%	*	100%	100%	-	*	-	-	-	*	100%	100%	100%	*	
At Meets Grade Level or Above	2019	61%	64%	96%	100%	*	92%	-	100%	-	-	*	*	95%	100%	100%	100%	
	2018	55%	59%	97%	*	100%	95%	-	*	-	-	-	*	100%	91%	100%	*	
At Masters Grade Level	2019	37%	42%	93%	80%	*	92%	-	100%	-	-	*	*	95%	86%	92%	100%	
	2018	32%	35%	71%	*	57%	74%	-	*	-	-	-	*	75%	64%	80%	*	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	81%	75%	71%	68%	84%	63%	100%	-	72%	35%	76%	75%	74%	68%	63%	
	2018	77%	81%	69%	60%	61%	81%	76%	100%	-	76%	24%	71%	69%	67%	61%	58%	
At Meets Grade Level or Above	2019	50%	54%	45%	28%	33%	62%	25%	93%	-	55%	14%	38%	45%	42%	34%	30%	
	2018	48%	53%	37%	21%	27%	54%	29%	94%	-	42%	11%	32%	37%	36%	27%	26%	
At Masters Grade Level	2019	24%	26%	22%	14%	12%	36%	13%	70%	-	22%	6%	22%	23%	21%	14%	11%	
	2018	22%	24%	17%	8%	10%	28%	12%	63%	-	24%	4%	12%	17%	17%	10%	9%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	78%	73%	74%	66%	82%	33%	100%	-	79%	32%	84%	73%	73%	66%	61%	
	2018	74%	79%	70%	62%	62%	80%	80%	100%	-	74%	24%	77%	70%	68%	62%	59%	
At Meets Grade Level or Above	2019	48%	52%	45%	29%	33%	63%	17%	88%	-	58%	12%	42%	45%	44%	32%	28%	
	2018	46%	52%	38%	25%	27%	53%	40%	94%	-	53%	14%	32%	38%	36%	27%	25%	
At Masters Grade Level	2019	21%	24%	26%	14%	15%	44%	17%	59%	-	26%	3%	29%	26%	28%	15%	11%	
	2018	19%	22%	21%	10%	12%	34%	20%	71%	-	37%	3%	14%	22%	19%	13%	9%	

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

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

		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%	79%	72%	75%	84%	83%	100%	-	79%	42%	74%	80%	75%	75%	74%
	2018	81%	84%	71%	64%	63%	83%	100%	100%	-	79%	30%	73%	72%	68%	63%	63%
At Meets Grade Level or Above	2019	52%	55%	46%	24%	37%	61%	33%	88%	-	68%	16%	35%	48%	40%	37%	37%
	2018	50%	53%	36%	15%	26%	55%	20%	100%	-	37%	12%	36%	37%	34%	26%	27%
At Masters Grade Level	2019	26%	29%	17%	8%	10%	25%	0%	76%	-	21%	6%	13%	18%	14%	11%	9%
	2018	24%	25%	13%	6%	7%	20%	0%	71%	-	11%	7%	9%	13%	13%	8%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	67%	52%	59%	82%	*	*	-	70%	25%	55%	67%	67%	57%	53%
	2018	66%	72%	61%	48%	52%	76%	*	100%	-	*	19%	60%	61%	64%	54%	48%
At Meets Grade Level or Above	2019	38%	44%	42%	20%	28%	65%	*	*	-	60%	19%	18%	43%	41%	28%	25%
	2018	41%	48%	38%	24%	25%	57%	*	90%	-	*	7%	40%	38%	36%	28%	30%
At Masters Grade Level	2019	14%	17%	18%	12%	8%	30%	*	*	-	30%	13%	9%	18%	19%	9%	7%
	2018	13%	14%	13%	7%	4%	26%	*	40%	-	*	4%	10%	14%	11%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	82%	76%	75%	94%	*	100%	-	60%	38%	80%	82%	83%	75%	69%
	2018	80%	83%	73%	62%	65%	86%	*	*	-	*	20%	71%	75%	68%	68%	63%
At Meets Grade Level or Above	2019	54%	58%	53%	45%	36%	76%	*	100%	-	40%	14%	50%	53%	51%	41%	28%
	2018	51%	55%	50%	24%	42%	68%	*	*	-	*	8%	43%	52%	45%	41%	38%
At Masters Grade Level	2019	25%	27%	32%	31%	13%	54%	*	80%	-	20%	10%	40%	32%	30%	21%	16%
	2018	23%	26%	32%	5%	26%	47%	*	*	-	*	4%	29%	31%	36%	24%	18%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	67%	68%	53%	84%	*	100%	-	40%	28%	80%	65%	74%	60%	38%
	2018	78%	81%	60%	48%	53%	74%	*	*	-	*	15%	57%	59%	64%	53%	46%
At Meets Grade Level or Above	2019	55%	56%	34%	21%	23%	49%	*	100%	-	0%	7%	40%	33%	36%	28%	19%
	2018	53%	56%	24%	19%	15%	41%	*	*	-	*	4%	0%	22%	32%	14%	6%
At Masters Grade Level	2019	33%	34%	21%	14%	10%	33%	*	80%	-	0%	3%	20%	22%	19%	14%	10%
	2018	31%	33%	11%	10%	5%	21%	*	*	-	*	0%	0%	9%	15%	4%	0%

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

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

		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	33	17	29	42	*	*	-	*	13	56	33	33	27	25
	2018	47	50	37	27	32	41	-	*	-	64	28	*	38	33	31	31
Grade 6 Mathematics	2019	54	47	41	24	41	45	*	*	-	*	23	44	39	48	34	38
	2018	56	48	34	39	21	44	*	*	-	39	41	*	33	36	29	21
Grade 7 ELA/Reading	2019	77	79	80	80	78	84	*	*	-	65	56	92	79	83	77	74
	2018	76	79	83	78	83	83	*	95	-	*	79	65	84	76	83	85
Grade 7 Mathematics	2019	62	66	66	56	63	72	*	*	-	80	41	54	65	67	62	57
	2018	67	70	68	72	63	75	*	83	-	*	45	63	71	60	63	66
Grade 8 ELA/Reading	2019	77	76	79	69	77	88	*	70	-	80	60	80	82	67	77	82
	2018	79	80	79	85	76	81	*	*	-	*	86	93	79	81	79	72
Grade 8 Mathematics	2019	82	82	81	74	81	85	*	*	-	80	61	81	81	79	81	83
	2018	81	81	67	70	68	63	*	*	-	*	63	79	68	61	66	72
End of Course Algebra I	2019	75	77	96	100	*	91	-	100	-	-	*	*	95	100	100	100
	2018	72	73	85	*	79	87	-	*	-	-	-	*	90	77	90	*
All Grades Both Subjects	2019	69	70	63	56	61	67	30	76	-	72	40	67	63	64	59	60
	2018	69	70	61	60	57	64	100	93	-	53	55	69	61	57	58	58
All Grades ELA/Reading	2019	68	69	64	57	62	69	40	71	-	63	41	77	65	62	60	61
	2018	69	70	65	61	64	66	*	97	-	68	62	76	66	62	64	64
All Grades Mathematics	2019	70	72	62	55	61	65	20	81	-	82	40	57	62	65	58	59
	2018	70	70	56	60	50	61	100	88	-	37	48	62	57	53	52	52

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

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

Total Students: 736
 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%	42%	42%	41%	43%	*	-	-	57%	18%	39%	33%
	2018	38%	45%	35%	43%	31%	38%	*	-	-	*	16%	33%	30%
Mathematics	2019	45%	50%	43%	42%	45%	40%	-	-	-	33%	22%	44%	42%
	2018	47%	53%	34%	41%	30%	42%	-	-	-	*	15%	31%	25%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	83%	76%	69%	66%	91%	*	100%	-	60%	29%	68%	52%
Students Requiring Accelerated Instruction														
	2019	22%	17%	24%	31%	34%	9%	0%	0%	-	40%	71%	32%	48%
STAAR Cumulative Met Standard														
	2019	85%	89%	86%	83%	79%	94%	*	100%	-	80%	50%	80%	67%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	80%	64%	77%	91%	*	100%	-	60%	37%	77%	65%
Students Requiring Accelerated Instruction														
	2019	18%	16%	20%	36%	23%	9%	0%	0%	-	40%	63%	23%	35%
STAAR Cumulative Met Standard														
	2019	88%	89%	84%	72%	83%	91%	*	100%	-	60%	44%	82%	74%

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

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

Total Students: 736
 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%	75%	-	-	-	-	53%	49%	54%	*	53%	54%
	2018	77%	81%	69%	-	-	-	-	39%	38%	39%	43%	39%	39%
At Meets Grade Level or Above	2019	50%	54%	45%	-	-	-	-	18%	13%	18%	*	18%	18%
	2018	48%	53%	37%	-	-	-	-	8%	14%	6%	29%	8%	8%
At Masters Grade Level	2019	24%	26%	22%	-	-	-	-	4%	9%	4%	*	4%	4%
	2018	22%	24%	17%	-	-	-	-	2%	5%	1%	14%	2%	2%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	78%	73%	-	-	-	-	50%	46%	50%	*	50%	50%
	2018	74%	79%	70%	-	-	-	-	40%	46%	39%	*	40%	40%
At Meets Grade Level or Above	2019	48%	52%	45%	-	-	-	-	14%	8%	14%	*	14%	14%
	2018	46%	52%	38%	-	-	-	-	7%	14%	5%	*	7%	7%
At Masters Grade Level	2019	21%	24%	26%	-	-	-	-	4%	8%	4%	*	4%	4%
	2018	19%	22%	21%	-	-	-	-	1%	4%	1%	*	1%	1%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	85%	79%	-	-	-	-	68%	69%	68%	*	68%	68%
	2018	81%	84%	71%	-	-	-	-	45%	47%	44%	*	45%	46%
At Meets Grade Level or Above	2019	52%	55%	46%	-	-	-	-	28%	23%	29%	*	28%	28%
	2018	50%	53%	36%	-	-	-	-	9%	17%	7%	*	9%	10%
At Masters Grade Level	2019	26%	29%	17%	-	-	-	-	4%	15%	3%	*	4%	4%
	2018	24%	25%	13%	-	-	-	-	1%	7%	0%	*	1%	2%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	74%	67%	-	-	-	-	31%	*	31%	-	31%	31%
	2018	66%	72%	61%	-	-	-	-	21%	11%	23%	*	21%	21%
At Meets Grade Level or Above	2019	38%	44%	42%	-	-	-	-	10%	*	10%	-	10%	10%
	2018	41%	48%	38%	-	-	-	-	4%	11%	2%	*	4%	4%
At Masters Grade Level	2019	14%	17%	18%	-	-	-	-	0%	*	0%	-	0%	0%
	2018	13%	14%	13%	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	82%	-	-	-	-	63%	50%	66%	-	63%	63%
	2018	80%	83%	73%	-	-	-	-	45%	41%	50%	*	45%	44%
At Meets Grade Level or Above	2019	54%	58%	53%	-	-	-	-	13%	13%	14%	-	13%	13%
	2018	51%	55%	50%	-	-	-	-	19%	23%	15%	*	19%	19%
At Masters Grade Level	2019	25%	27%	32%	-	-	-	-	8%	13%	7%	-	8%	8%
	2018	23%	26%	32%	-	-	-	-	10%	9%	10%	*	10%	9%
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	82%	67%	-	-	-	-	29%	25%	30%	-	29%	29%
	2018	78%	81%	60%	-	-	-	-	29%	23%	35%	*	29%	28%
At Meets Grade Level or Above	2019	55%	56%	34%	-	-	-	-	8%	13%	7%	-	8%	8%
	2018	53%	56%	24%	-	-	-	-	0%	0%	0%	*	0%	0%
At Masters Grade Level	2019	33%	34%	21%	-	-	-	-	4%	0%	5%	-	4%	4%
	2018	31%	33%	11%	-	-	-	-	0%	0%	0%	*	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	70%	63%	-	-	-	-	56%	59%	55%	*	56%	56%
	2018	69%	70%	61%	-	-	-	-	56%	76%	51%	*	56%	56%
All Grades ELA/Reading	2019	68%	69%	64%	-	-	-	-	57%	45%	57%	*	57%	57%
	2018	69%	70%	65%	-	-	-	-	65%	71%	64%	*	65%	64%
All Grades Mathematics	2019	70%	72%	62%	-	-	-	-	55%	71%	54%	*	55%	55%
	2018	70%	70%	56%	-	-	-	-	48%	80%	40%	*	48%	49%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	45%	42%	-	-	-	-	33%	22%	34%	-	33%	33%

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

Total Students: 736
 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%	35%	-	-	-	-	-	30%	30%	30%	*	30%	30%
	2019	45%	50%	43%	-	-	-	-	-	42%	50%	41%	-	42%	42%
	2018	47%	53%	34%	-	-	-	-	-	24%	*	24%	*	24%	25%

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

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

	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%	94%	88%	94%	97%	100%	95%	-	100%	94%	92%	93%
Not Included in Accountability													
Mobile	4%	4%	5%	12%	5%	3%	0%	0%	-	0%	6%	7%	4%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	5%	-	0%	0%	1%	3%
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%	99%	100%	100%	-	100%	99%	100%	99%
Included in Accountability	94%	94%	93%	89%	94%	92%	100%	95%	-	94%	91%	91%	94%
Not Included in Accountability													
Mobile	4%	5%	6%	11%	5%	6%	0%	0%	-	6%	8%	8%	4%
Other Exclusions	1%	1%	1%	0%	0%	1%	0%	5%	-	0%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	1%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	1%
Other	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

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 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)
Attendance Rate													
2017-18	95.4%	96.0%	95.5%	95.6%	95.5%	95.2%	96.8%	98.2%	*	96.1%	93.5%	95.3%	96.4%
2016-17	95.7%	96.1%	95.9%	96.2%	96.1%	95.4%	95.3%	99.0%	*	93.5%	94.5%	95.9%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.4%	1.5%	0.0%	0.6%	0.0%	0.0%	*	0.0%	1.3%	0.5%	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: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 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: CALHOUN MIDDLE
 Campus Number: 061901045

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

Total Students: 736
 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: 736

Grade Span: 06 - 08

School Type: Middle

District Name: DENTON ISD

Campus Name: CALHOUN MIDDLE

Campus Number: 061901045

	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: CALHOUN MIDDLE
 Campus Number: 061901045

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

Total Students: 736
 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: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 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: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 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: 736
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

	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: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	736	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	243	33.0%	7.8%	7.7%
Grade 7	250	34.0%	7.8%	7.5%
Grade 8	243	33.0%	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	87	11.8%	16.5%	12.6%
Hispanic	355	48.2%	31.1%	52.6%
White	243	33.0%	46.7%	27.4%
American Indian	7	1.0%	0.6%	0.4%
Asian	18	2.4%	3.4%	4.5%
Pacific Islander	0	0.0%	0.2%	0.2%
Two or More Races	26	3.5%	1.4%	2.4%
Economically Disadvantaged	482	65.5%	45.5%	60.6%
Non-Educationally Disadvantaged	254	34.5%	54.5%	39.4%
Section 504 Students	87	11.8%	11.3%	6.5%
English Learners (EL)	185	25.1%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	29	3.6%	1.1%	1.4%
Students w/ Dyslexia	23	3.1%	2.6%	3.6%
At-Risk	364	49.5%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	119			
By Type of Primary Disability				
Students with Intellectual Disabilities	65	54.6%	34.3%	42.4%
Students with Physical Disabilities	8	6.7%	25.2%	21.9%
Students with Autism	12	10.1%	10.7%	13.7%
Students with Behavioral Disabilities	34	28.6%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	140	17.3%	15.1%	15.4%

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

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

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	24	3.0%		
Hispanic	62	7.6%		
White	44	5.4%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	2	0.2%		
Two or More Races	7	0.9%		

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	0.0%	0.1%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	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	18.1	20.8	20.4
Secondary:			
English/Language Arts	19.4	19.5	16.6
Foreign Languages	12.8	18.3	18.9
Mathematics	15.3	19.4	17.8
Science	20.2	20.2	18.9
Social Studies	20.3	21.8	19.3

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

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	80.4	100.0%	100.0%	100.0%
Professional Staff:	73.5	91.4%	74.8%	64.1%
Teachers	60.0	74.6%	57.9%	49.8%
Professional Support	10.1	12.6%	13.4%	10.1%
Campus Administration (School Leadership)	3.4	4.2%	2.8%	3.0%
Educational Aides:	6.9	8.6%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	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:	26.5	32.9%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	10.4	17.4%	8.1%	10.6%
Hispanic	9.2	15.3%	14.0%	27.7%
White	38.4	64.0%	74.8%	58.4%
American Indian	0.0	0.0%	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	2.0	3.3%	1.9%	1.1%
Males	21.3	35.4%	24.5%	23.8%
Females	38.7	64.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.9	4.8%	7.6%	1.4%
Bachelors	34.8	58.0%	64.4%	73.6%
Masters	22.3	37.2%	27.3%	24.3%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.5	2.4%	4.3%	7.0%
1-5 Years Experience	16.4	27.4%	26.8%	28.9%
6-10 Years Experience	10.9	18.2%	21.7%	19.0%
11-20 Years Experience	22.0	36.7%	33.2%	29.3%
Over 20 Years Experience	9.2	15.3%	14.0%	15.7%
Number of Students per Teacher	12.3	n/a	13.4	15.1

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

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

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.1	6.3
Average Years Experience of Principals with District	5.0	6.1	5.4
Average Years Experience of Assistant Principals	10.0	5.7	5.3
Average Years Experience of Assistant Principals with District	10.0	5.1	4.7
Average Years Experience of Teachers:	12.1	11.1	11.1
Average Years Experience of Teachers with District:	8.4	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,002	\$49,389	\$47,218
1-5 Years Experience	\$53,781	\$54,043	\$50,408
6-10 Years Experience	\$56,295	\$55,902	\$52,786
11-20 Years Experience	\$57,959	\$58,273	\$56,041
Over 20 Years Experience	\$64,556	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,397	\$57,037	\$54,122
Professional Support	\$57,791	\$61,015	\$64,069
Campus Administration (School Leadership)	\$81,455	\$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

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	184	25.0%	14.7%	19.7%
Career & Technical Education	102	13.9%	30.4%	26.3%
Gifted & Talented Education	113	15.4%	10.9%	8.1%
Special Education	119	16.2%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	4.9%	2.1%	6.4%
Career & Technical Education	2.8	4.7%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	2.0	3.3%	1.4%	2.0%
Regular Education	44.3	74.0%	79.5%	71.4%
Special Education	7.8	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](#)

2020-21 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: CALHOUN MIDDLE

Campus Number: 061901045

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	68%	53%	48%	45%	63%	*	86%	-	*	21%	40%	53%	53%	45%	40%
	2019	68%	74%	58%	65%	50%	67%	*	*	-	*	10%	78%	59%	57%	51%	49%
At Meets Grade Level or Above	2021	32%	36%	24%	22%	14%	35%	*	57%	-	*	9%	20%	24%	26%	18%	14%
	2019	37%	43%	28%	13%	23%	39%	*	*	-	*	5%	44%	29%	24%	17%	18%
At Masters Grade Level	2021	15%	16%	11%	9%	3%	23%	*	14%	-	*	6%	0%	9%	18%	5%	2%
	2019	18%	20%	15%	0%	10%	26%	*	*	-	*	5%	33%	15%	13%	7%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	58%	50%	53%	66%	*	71%	-	*	12%	40%	60%	53%	54%	56%
	2019	81%	83%	78%	74%	78%	75%	*	*	-	*	40%	89%	79%	72%	76%	83%
At Meets Grade Level or Above	2021	36%	34%	27%	18%	17%	43%	*	43%	-	*	9%	40%	27%	28%	19%	21%
	2019	47%	46%	42%	17%	41%	48%	*	*	-	*	10%	56%	45%	30%	33%	44%
At Masters Grade Level	2021	15%	12%	9%	5%	4%	14%	*	29%	-	*	9%	0%	7%	17%	6%	2%
	2019	21%	19%	13%	0%	10%	18%	*	*	-	*	3%	22%	14%	9%	8%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	73%	61%	58%	51%	76%	-	*	-	60%	22%	80%	65%	49%	54%	40%
	2019	76%	81%	76%	72%	68%	86%	*	*	-	80%	41%	75%	75%	78%	67%	58%
At Meets Grade Level or Above	2021	45%	49%	35%	18%	28%	52%	-	*	-	40%	15%	20%	40%	19%	28%	21%
	2019	49%	56%	54%	40%	42%	72%	*	*	-	70%	19%	42%	55%	53%	39%	39%
At Masters Grade Level	2021	25%	27%	21%	9%	17%	32%	-	*	-	20%	7%	0%	26%	6%	18%	10%
	2019	29%	34%	34%	24%	19%	52%	*	*	-	50%	3%	33%	33%	36%	20%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	64%	59%	47%	59%	65%	-	*	-	60%	23%	80%	65%	43%	52%	50%
	2019	75%	80%	73%	63%	65%	86%	*	*	-	80%	38%	58%	74%	71%	65%	61%
At Meets Grade Level or Above	2021	27%	33%	32%	22%	28%	42%	-	*	-	60%	15%	60%	37%	19%	28%	21%
	2019	43%	48%	41%	13%	31%	59%	*	*	-	70%	22%	17%	42%	38%	31%	27%
At Masters Grade Level	2021	12%	13%	12%	6%	9%	20%	-	*	-	20%	8%	0%	16%	2%	10%	9%
	2019	17%	19%	17%	4%	12%	25%	*	*	-	20%	9%	0%	17%	16%	11%	8%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

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	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	69%	58%	59%	51%	67%	-	*	-	60%	22%	40%	62%	49%	53%	39%
	2019	70%	76%	67%	52%	59%	82%	*	*	-	70%	25%	55%	67%	67%	57%	53%
At Meets Grade Level or Above	2021	33%	38%	31%	25%	19%	51%	-	*	-	20%	19%	0%	35%	19%	25%	16%
	2019	42%	49%	42%	20%	28%	65%	*	*	-	60%	19%	18%	43%	41%	28%	25%
At Masters Grade Level	2021	10%	11%	9%	9%	4%	15%	-	*	-	20%	7%	0%	10%	4%	5%	3%
	2019	18%	21%	18%	12%	8%	30%	*	*	-	30%	13%	9%	18%	19%	9%	7%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	76%	74%	83%	68%	79%	*	*	-	*	21%	100%	75%	70%	70%	68%
	2019	86%	90%	86%	83%	81%	94%	*	100%	-	80%	52%	100%	87%	83%	82%	76%
At Meets Grade Level or Above	2021	46%	48%	43%	33%	37%	55%	*	*	-	*	4%	33%	43%	43%	38%	33%
	2019	55%	60%	52%	33%	34%	81%	*	100%	-	40%	14%	40%	52%	52%	41%	26%
At Masters Grade Level	2021	21%	22%	15%	11%	10%	23%	*	*	-	*	4%	0%	14%	20%	11%	8%
	2019	28%	33%	31%	17%	17%	56%	*	60%	-	0%	0%	20%	31%	31%	18%	12%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	56%	51%	25%	51%	58%	*	*	-	*	7%	33%	49%	59%	49%	56%
	2019	88%	89%	84%	73%	82%	91%	*	100%	-	60%	46%	78%	85%	80%	82%	76%
At Meets Grade Level or Above	2021	36%	30%	19%	13%	20%	19%	*	*	-	*	0%	17%	19%	20%	18%	19%
	2019	57%	56%	49%	27%	38%	74%	*	100%	-	60%	14%	44%	51%	41%	42%	35%
At Masters Grade Level	2021	11%	9%	3%	0%	1%	5%	*	*	-	*	0%	0%	2%	7%	3%	2%
	2019	17%	16%	13%	4%	6%	24%	*	60%	-	20%	4%	22%	15%	5%	8%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	59%	39%	56%	72%	*	*	-	*	7%	67%	61%	56%	53%	57%
	2019	81%	84%	82%	76%	75%	94%	*	100%	-	60%	38%	80%	82%	83%	75%	69%
At Meets Grade Level or Above	2021	43%	41%	25%	6%	22%	34%	*	*	-	*	4%	33%	26%	23%	21%	19%
	2019	51%	56%	53%	45%	36%	76%	*	100%	-	40%	14%	50%	53%	51%	41%	28%
At Masters Grade Level	2021	24%	20%	7%	0%	6%	11%	*	*	-	*	0%	0%	8%	5%	5%	5%
	2019	25%	29%	32%	31%	13%	54%	*	80%	-	20%	10%	40%	32%	30%	21%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	59%	41%	33%	33%	56%	*	*	-	*	4%	33%	42%	40%	36%	30%
	2019	69%	71%	67%	68%	53%	84%	*	100%	-	40%	28%	80%	65%	74%	60%	38%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

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	School Year	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	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	28%	27%	15%	6%	12%	20%	*	*	-	*	4%	33%	13%	21%	11%	11%	
	2019	37%	38%	34%	21%	23%	49%	*	100%	-	0%	7%	40%	33%	36%	28%	19%	
At Masters Grade Level	2021	14%	12%	5%	0%	3%	8%	*	*	-	*	4%	17%	4%	7%	2%	3%	
	2019	21%	23%	21%	14%	10%	33%	*	80%	-	0%	3%	20%	22%	19%	14%	10%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2021	73%	73%	90%	*	93%	83%	*	*	-	-	-	-	93%	*	89%	91%	
	2019	85%	86%	100%	100%	*	100%	-	100%	-	-	*	*	100%	100%	100%	100%	
At Meets Grade Level or Above	2021	41%	40%	50%	*	57%	58%	*	*	-	-	-	-	52%	*	50%	36%	
	2019	61%	64%	96%	100%	*	92%	-	100%	-	-	*	*	95%	100%	100%	100%	
At Masters Grade Level	2021	23%	21%	30%	*	29%	42%	*	*	-	-	-	-	33%	*	28%	18%	
	2019	37%	42%	93%	80%	*	92%	-	100%	-	-	*	*	95%	86%	92%	100%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	58%	51%	52%	67%	67%	88%	-	58%	16%	57%	60%	52%	52%	49%	
	2019	78%	81%	75%	71%	68%	84%	63%	100%	-	72%	35%	76%	75%	74%	68%	63%	
At Meets Grade Level or Above	2021	41%	42%	28%	19%	22%	40%	27%	56%	-	27%	9%	29%	30%	24%	23%	20%	
	2019	50%	54%	45%	28%	33%	62%	25%	93%	-	55%	14%	38%	45%	42%	34%	30%	
At Masters Grade Level	2021	18%	18%	11%	6%	7%	17%	13%	26%	-	12%	5%	2%	11%	9%	8%	5%	
	2019	24%	26%	22%	14%	12%	36%	13%	70%	-	22%	6%	22%	23%	21%	14%	11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	63%	61%	55%	73%	83%	85%	-	73%	22%	75%	64%	57%	56%	48%	
	2019	75%	78%	73%	74%	66%	82%	33%	100%	-	79%	32%	84%	73%	73%	66%	61%	
At Meets Grade Level or Above	2021	45%	46%	34%	23%	27%	47%	33%	62%	-	36%	9%	25%	35%	29%	28%	22%	
	2019	48%	52%	45%	29%	33%	63%	17%	88%	-	58%	12%	42%	45%	44%	32%	28%	
At Masters Grade Level	2021	18%	19%	16%	9%	10%	26%	17%	23%	-	18%	6%	0%	16%	15%	11%	6%	
	2019	21%	24%	26%	14%	15%	44%	17%	59%	-	26%	3%	29%	26%	28%	15%	11%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	67%	58%	44%	56%	64%	83%	85%	-	55%	14%	50%	60%	51%	53%	56%	
	2019	82%	85%	79%	72%	75%	84%	83%	100%	-	79%	42%	74%	80%	75%	75%	74%	
At Meets Grade Level or Above	2021	37%	37%	28%	18%	23%	37%	33%	46%	-	27%	8%	38%	29%	22%	23%	21%	
	2019	52%	55%	46%	24%	37%	61%	33%	88%	-	68%	16%	35%	48%	40%	37%	37%	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)	
At Masters Grade Level	2021	18%	16%	9%	4%	6%	15%	17%	31%	-	9%	6%	0%	10%	8%	8%	5%	
	2019	26%	29%	17%	8%	10%	25%	0%	76%	-	21%	6%	13%	18%	14%	11%	9%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	61%	58%	59%	51%	67%	-	*	-	60%	22%	40%	62%	49%	53%	39%	
	2019	68%	74%	67%	52%	59%	82%	*	*	-	70%	25%	55%	67%	67%	57%	53%	
At Meets Grade Level or Above	2021	30%	32%	31%	25%	19%	51%	-	*	-	20%	19%	0%	35%	19%	25%	16%	
	2019	38%	44%	42%	20%	28%	65%	*	*	-	60%	19%	18%	43%	41%	28%	25%	
At Masters Grade Level	2021	9%	9%	9%	9%	4%	15%	-	*	-	20%	7%	0%	10%	4%	5%	3%	
	2019	14%	17%	18%	12%	8%	30%	*	*	-	30%	13%	9%	18%	19%	9%	7%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	59%	39%	56%	72%	*	*	-	*	7%	67%	61%	56%	53%	57%	
	2019	81%	84%	82%	76%	75%	94%	*	100%	-	60%	38%	80%	82%	83%	75%	69%	
At Meets Grade Level or Above	2021	44%	43%	25%	6%	22%	34%	*	*	-	*	4%	33%	26%	23%	21%	19%	
	2019	54%	58%	53%	45%	36%	76%	*	100%	-	40%	14%	50%	53%	51%	41%	28%	
At Masters Grade Level	2021	20%	17%	7%	0%	6%	11%	*	*	-	*	0%	0%	8%	5%	5%	5%	
	2019	25%	27%	32%	31%	13%	54%	*	80%	-	20%	10%	40%	32%	30%	21%	16%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	74%	41%	33%	33%	56%	*	*	-	*	4%	33%	42%	40%	36%	30%	
	2019	81%	82%	67%	68%	53%	84%	*	100%	-	40%	28%	80%	65%	74%	60%	38%	
At Meets Grade Level or Above	2021	49%	49%	15%	6%	12%	20%	*	*	-	*	4%	33%	13%	21%	11%	11%	
	2019	55%	56%	34%	21%	23%	49%	*	100%	-	0%	7%	40%	33%	36%	28%	19%	
At Masters Grade Level	2021	29%	28%	5%	0%	3%	8%	*	*	-	*	4%	17%	4%	7%	2%	3%	
	2019	33%	34%	21%	14%	10%	33%	*	80%	-	0%	3%	20%	22%	19%	14%	10%	

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- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	33	17	29	42	*	*	-	*	13	56	33	33	27	25
	2018	47	50	37	27	32	41	-	*	-	64	28	*	38	33	31	31
Grade 6 Mathematics	2019	54	47	41	24	41	45	*	*	-	*	23	44	39	48	34	38
	2018	56	48	34	39	21	44	*	*	-	39	41	*	33	36	29	21
Grade 7 ELA/Reading	2019	77	79	80	80	78	84	*	*	-	65	56	92	79	83	77	74
	2018	76	79	83	78	83	83	*	95	-	*	79	65	84	76	83	85
Grade 7 Mathematics	2019	62	66	66	56	63	72	*	*	-	80	41	54	65	67	62	57
	2018	67	70	68	72	63	75	*	83	-	*	45	63	71	60	63	66
Grade 8 ELA/Reading	2019	77	76	79	69	77	88	*	70	-	80	60	80	82	67	77	82
	2018	79	80	79	85	76	81	*	*	-	*	86	93	79	81	79	72
Grade 8 Mathematics	2019	82	82	81	74	81	85	*	*	-	80	61	81	81	79	81	83
	2018	81	81	67	70	68	63	*	*	-	*	63	79	68	61	66	72
End of Course Algebra I	2019	75	77	96	100	*	91	-	100	-	-	*	*	95	100	100	100
	2018	72	73	85	*	79	87	-	*	-	-	-	*	90	77	90	*
All Grades Both Subjects	2019	69	70	63	56	61	67	30	76	-	72	40	67	63	64	59	60
	2018	69	70	61	60	57	64	100	93	-	53	55	69	61	57	58	58
All Grades ELA/Reading	2019	68	69	64	57	62	69	40	71	-	63	41	77	65	62	60	61
	2018	69	70	65	61	64	66	*	97	-	68	62	76	66	62	64	64
All Grades Mathematics	2019	70	72	62	55	61	65	20	81	-	82	40	57	62	65	58	59
	2018	70	70	56	60	50	61	100	88	-	37	48	62	57	53	52	52

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 - Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	58%	83%	-	-	-	-	83%	45%	39%	45%	-	-	63%	45%	92%
	2019	78%	81%	75%	-	-	-	-	-	-	53%	49%	54%	-	*	-	54%	-
At Meets Grade Level or Above	2021	41%	42%	28%	58%	-	-	-	-	58%	15%	23%	14%	-	-	33%	16%	63%
	2019	50%	54%	45%	-	-	-	-	-	-	18%	13%	18%	-	*	-	18%	-
At Masters Grade Level	2021	18%	18%	11%	8%	-	-	-	-	8%	3%	5%	3%	-	-	14%	3%	29%
	2019	24%	26%	22%	-	-	-	-	-	-	4%	9%	4%	-	*	-	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	63%	83%	-	-	-	-	83%	44%	33%	46%	-	-	71%	45%	93%
	2019	75%	78%	73%	-	-	-	-	-	-	50%	46%	50%	-	*	-	50%	-
At Meets Grade Level or Above	2021	45%	46%	34%	67%	-	-	-	-	67%	16%	18%	16%	-	-	41%	18%	79%
	2019	48%	52%	45%	-	-	-	-	-	-	14%	8%	14%	-	*	-	14%	-
At Masters Grade Level	2021	18%	19%	16%	17%	-	-	-	-	17%	5%	3%	5%	-	-	21%	5%	29%
	2019	21%	24%	26%	-	-	-	-	-	-	4%	8%	4%	-	*	-	4%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	67%	58%	83%	-	-	-	-	83%	52%	48%	53%	-	-	60%	53%	93%
	2019	82%	85%	79%	-	-	-	-	-	-	68%	69%	68%	-	*	-	68%	-
At Meets Grade Level or Above	2021	37%	37%	28%	50%	-	-	-	-	50%	18%	27%	17%	-	-	31%	19%	50%
	2019	52%	55%	46%	-	-	-	-	-	-	28%	23%	29%	-	*	-	28%	-
At Masters Grade Level	2021	18%	16%	9%	0%	-	-	-	-	0%	3%	9%	2%	-	-	12%	3%	36%
	2019	26%	29%	17%	-	-	-	-	-	-	4%	15%	3%	-	*	-	4%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	61%	58%	-	-	-	-	-	-	35%	*	37%	-	-	69%	35%	*
	2019	68%	74%	67%	-	-	-	-	-	-	31%	*	31%	-	-	-	31%	-
At Meets Grade Level or Above	2021	30%	32%	31%	-	-	-	-	-	-	14%	*	15%	-	-	39%	14%	*
	2019	38%	44%	42%	-	-	-	-	-	-	10%	*	10%	-	-	-	10%	-
At Masters Grade Level	2021	9%	9%	9%	-	-	-	-	-	-	2%	*	2%	-	-	12%	2%	*
	2019	14%	17%	18%	-	-	-	-	-	-	0%	*	0%	-	-	-	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	59%	-	-	-	-	-	-	51%	67%	49%	-	-	61%	51%	100%
	2019	81%	84%	82%	-	-	-	-	-	-	63%	50%	66%	-	-	-	63%	-
At Meets Grade Level or Above	2021	44%	43%	25%	-	-	-	-	-	-	11%	50%	6%	-	-	28%	11%	75%
	2019	54%	58%	53%	-	-	-	-	-	-	13%	13%	14%	-	-	-	13%	-
At Masters Grade Level	2021	20%	17%	7%	-	-	-	-	-	-	0%	0%	0%	-	-	8%	0%	38%
	2019	25%	27%	32%	-	-	-	-	-	-	8%	13%	7%	-	-	-	8%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	41%	-	-	-	-	-	-	24%	17%	24%	-	-	47%	24%	75%
	2019	81%	82%	67%	-	-	-	-	-	-	29%	25%	30%	-	-	-	29%	-
At Meets Grade Level or Above	2021	49%	49%	15%	-	-	-	-	-	-	5%	17%	4%	-	-	16%	5%	50%
	2019	55%	56%	34%	-	-	-	-	-	-	8%	13%	7%	-	-	-	8%	-
At Masters Grade Level	2021	29%	28%	5%	-	-	-	-	-	-	2%	0%	2%	-	-	5%	2%	13%
	2019	33%	34%	21%	-	-	-	-	-	-	4%	0%	5%	-	-	-	4%	-

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- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	92%	93%	95%	88%	83%	87%	-	95%	99%	90%	93%	89%	94%	97%
Included in Accountability	83%	89%	87%	89%	89%	83%	83%	87%	-	85%	92%	83%	91%	74%	89%	93%
Not Included in Accountability: Mobile	3%	4%	5%	4%	5%	5%	0%	0%	-	10%	6%	7%	1%	15%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	6%	8%	7%	5%	12%	17%	13%	-	5%	1%	10%	7%	11%	6%	3%
Absent	2%	1%	2%	2%	2%	2%	17%	0%	-	5%	0%	0%	1%	4%	2%	1%
Other	10%	5%	6%	5%	4%	10%	0%	13%	-	0%	1%	10%	6%	7%	4%	2%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	98%	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	88%	94%	97%	100%	95%	-	100%	94%	94%	98%	84%	92%	94%
Not Included in Accountability: Mobile	4%	4%	5%	12%	5%	3%	0%	0%	-	0%	6%	4%	2%	13%	7%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	5%	-	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	2%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	2%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.0%	98.7%	98.5%	99.1%	98.3%	* 99.3%	-	98.1%	98.3%	98.6%	99.3%	
2018-19	95.4%	96.2%	96.1%	95.7%	96.2%	96.0%	96.6%	98.3%	-	96.0%	95.4%	95.8%	96.7%
Chronic Absenteeism													
2019-20	6.7%	3.5%	4.9%	5.4%	2.8%	7.9%	0.0%	0.0%	-	3.6%	8.2%	5.5%	1.0%
2018-19	11.4%	6.9%	8.1%	13.2%	7.8%	7.5%	0.0%	0.0%	-	4.0%	15.3%	10.8%	5.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.4%	0.0%	0.4%	0.5%	* 0.0%	-	0.0%	0.0%	0.6%	0.8%	
2018-19	0.4%	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)													
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	2,096	360,220
By Ethnicity:				
African American	-	-	378	44,729
Hispanic	-	-	631	184,060
White	-	-	950	105,215
American Indian	-	-	11	1,226
Asian	-	-	91	17,126
Pacific Islander	-	-	4	557
Two or More Races	-	-	31	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	952
Foundation H.S. Program (No Endorsement)	-	-	212	49,535
Foundation H.S. Program (Endorsement)	-	-	50	15,689
Foundation H.S. Program (DLA)	-	-	1,831	292,532
Special Education Graduates	-	-	178	29,018
Economically Disadvantaged Graduates	-	-	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	152	29,639
At-Risk Graduates	-	-	484	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	664	100.0%	30,189	5,359,040	664	100.0%	30,267	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.2%	3.7%	0	0.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	2.4%	3.2%				
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	232	34.9%	7.5%	7.7%	232	34.9%	7.5%	7.7%
Grade 7	207	31.2%	7.7%	7.9%	207	31.2%	7.7%	7.8%
Grade 8	225	33.9%	8.0%	7.9%	225	33.9%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	83	12.5%	18.5%	12.7%	83	12.5%	18.5%	12.7%
Hispanic	314	47.3%	33.7%	52.9%	314	47.3%	33.7%	52.9%
White	234	35.2%	41.2%	26.5%	234	35.2%	41.2%	26.5%
American Indian	6	0.9%	0.5%	0.3%	6	0.9%	0.5%	0.3%
Asian	14	2.1%	3.3%	4.7%	14	2.1%	3.3%	4.7%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	13	2.0%	2.7%	2.7%	13	2.0%	2.7%	2.7%
Sex:								
Female	312	47.0%	48.9%	48.9%	312	47.0%	48.9%	48.9%
Male	352	53.0%	51.1%	51.1%	352	53.0%	51.1%	51.1%
Economically Disadvantaged	451	67.9%	47.8%	60.3%	451	67.9%	47.8%	60.2%
Non-Educationally Disadvantaged	213	32.1%	52.2%	39.7%	213	32.1%	52.2%	39.8%
Section 504 Students	77	11.6%	10.8%	7.2%	77	11.6%	10.8%	7.2%
EB Students/EL	214	32.2%	16.0%	20.7%	214	32.2%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	12	1.5%	1.1%	1.2%				

Texas Education Agency
2020-21 Student Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	47	7.1%	6.4%	4.5%	47	7.1%	6.4%	4.5%
Foster Care	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Homeless	13	2.0%	1.6%	1.1%	13	2.0%	1.6%	1.1%
Immigrant	16	2.4%	1.4%	2.0%	16	2.4%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	30.4%	64.5%	0	0.0%	30.5%	64.5%
Military Connected	7	1.1%	0.9%	2.7%	7	1.1%	0.9%	2.7%
At-Risk	291	43.8%	30.2%	49.2%	291	43.8%	30.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	214	32.2%	17.0%	21.0%	214	32.2%	16.9%	20.9%
Gifted and Talented Education	101	15.2%	10.3%	8.3%	101	15.2%	10.2%	8.3%
Special Education	95	14.3%	12.4%	11.1%	95	14.3%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	95							
By Type of Primary Disability								
Students with Intellectual Disabilities	52	54.7%	34.8%	42.5%				
Students with Physical Disabilities	5	5.3%	24.6%	21.3%				
Students with Autism	8	8.4%	11.3%	14.1%				
Students with Behavioral Disabilities	30	31.6%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	113	14.5%	13.5%	13.8%				
By Ethnicity:								
African American	23	2.9%	4.1%	2.8%				
Hispanic	37	4.7%	4.1%	7.1%				
White	44	5.6%	4.5%	3.1%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	3	0.4%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.6%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	18	16.4%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	25	12.0%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	95	17.5%	18.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	94	20.3%	17.5%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.4%	-	5.3%	4.8%
Grade 1	-	0.8%	1.9%	-	0.7%	3.2%
Grade 2	-	0.1%	1.0%	-	1.1%	1.4%
Grade 3	-	0.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	0.0%	0.4%
Grade 5	-	0.2%	0.2%	-	0.3%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.7%	0.4%
Grade 9	-	0.9%	4.7%	-	0.7%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	17.7
Grade 1	-	16.2	18.0
Grade 2	-	17.4	18.0
Grade 3	-	16.8	18.2
Grade 4	-	17.5	18.3
Grade 5	-	17.6	19.8
Grade 6	17.8	20.0	19.4
Secondary:			
English/Language Arts	12.4	18.7	15.7
Foreign Languages	12.6	19.0	17.8
Mathematics	13.5	20.6	16.9
Science	18.0	20.9	17.9
Social Studies	18.0	21.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	80.9	100.0%	100.0%	100.0%
Professional Staff:	73.2	90.5%	73.5%	64.3%
Teachers	60.2	74.5%	57.6%	49.6%
Professional Support	9.2	11.4%	12.3%	10.6%
Campus Administration (School Leadership)	3.8	4.7%	2.9%	3.0%
Educational Aides:	7.7	9.5%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	32.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	3.0	n/a	89.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	27.1	33.5%	30.3%	51.5%
Teachers by Ethnicity:				
African American	9.0	14.9%	8.3%	11.1%
Hispanic	9.1	15.2%	14.4%	28.4%
White	40.1	66.6%	74.0%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	1.7%	1.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	1.7%	1.6%	1.2%
Teachers by Sex:				
Males	21.5	35.7%	25.2%	23.8%
Females	38.7	64.3%	74.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.2%
Bachelors	33.9	56.2%	68.2%	73.0%
Masters	26.4	43.8%	29.9%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.7	7.8%	9.0%	6.7%
1-5 Years Experience	22.4	37.3%	30.4%	27.8%
6-10 Years Experience	13.0	21.5%	19.4%	20.3%
11-20 Years Experience	14.0	23.2%	30.2%	29.1%
21-30 Years Experience	5.1	8.5%	9.5%	13.0%
Over 30 Years Experience	1.0	1.7%	1.6%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	11.0	n/a	12.7	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.1	6.4
Average Years Experience of Principals with District	7.0	7.3	5.5
Average Years Experience of Assistant Principals	7.3	6.0	5.5
Average Years Experience of Assistant Principals with District	7.3	5.3	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.3	9.8	11.2
Average Years Experience of Teachers with District:	6.4	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,563	\$55,806	\$50,849
1-5 Years Experience	\$56,231	\$57,159	\$53,288
6-10 Years Experience	\$60,088	\$59,581	\$56,282
11-20 Years Experience	\$62,324	\$62,201	\$59,900
21-30 Years Experience	\$66,568	\$65,442	\$64,637
Over 30 Years Experience	\$73,760	\$74,857	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$59,599	\$60,097	\$57,641
Professional Support	\$68,817	\$69,580	\$68,030
Campus Administration (School Leadership)	\$81,203	\$87,688	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.7	7.7%	2.4%	6.2%
Career and Technical Education	0.6	0.9%	5.0%	5.1%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted and Talented Education	0.0	0.0%	1.0%	1.8%
Regular Education	43.6	72.3%	77.2%	71.0%
Special Education	4.5	7.5%	6.4%	9.4%
Other	6.9	11.5%	6.6%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Denton Independent School District
McMath Middle School
2022-2023 Campus Improvement Plan



Mission Statement

Our community creates an inclusive culture that builds relationships and develops solution-driven individuals within a comprehensive educational experience.

Vision

All students will be lifelong learners, confident risk-takers, and problem solvers who appreciate the diverse cultures of others, so that they can positively impact their local and global communities.

Core Beliefs

Building Relationships
Learning for all using best practices

Self Directed
Life-Long Learning
Solution Based Problem Solving

Working together
Keep all Tigers accountable with High Expectations
Be intentional with what we do AND with a purpose
Sustainability
Transparency
We are One

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Guiding Outcome 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	20
Guiding Outcome 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	38
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Comprehensive Needs Assessment

Revised/Approved: September 22, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Priority Needs

Demographics ~

- Our teacher population is not as diverse as our students. [District FTEs]
- The Emergent Bilinguals (EB), SPED, and Econ Dis student population has risen and there is a need for focus on specific interventions and supports. There is a need for another Emergent Bilinguals (EB) and SPED teacher. [Campus / SCE funds]

Student Achievement ~

- Students decreased in Social Studies from the previous year [Campus / AK funds]
 - Our AA, BE, and SPED students are still targeted areas due to poor performance on the 21-22 STAAR results
 - Need to implement Tier 3 Target Tutoring for struggling students (Especially our AA, BE, and SPED students) [Campus / AK / ESSR funds]
- Increase the percentage of Emergent Bilinguals (EB), Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / AK funds]
- Continue focusing on closing the gap in SpEd and Emergent Bilinguals (EB) accountability groups. [Campus / AK funds]

School Culture and Climate ~

- Fostering an environment where staff know they can have an influence on decisionsr [Campus / AK funds]
- There is a need to increase the sense of belonging for the students [Campus / AK funds]
- There is a need to increase positive student behavior [Campus / AK funds]

Staff Quality, Recruitment and Retention ~

- Increased Emergent Bilinguals (EB) support in all core classes to match increased Emergent Bilinguals (EB) student population [Campus / SCE funds]
- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]
- Provide more substitutes to allow for teachers to take time off when needed

- There is high staff stress and burnout this year

Curriculum, Instruction, and Assessment ~

- With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds]
- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy through intervention, enhancement, cross-curricular instruction, and teacher development [Campus / SCE /ESSR funds]
- Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds]
- Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds]
- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development [Campus / SCE /ESSR funds]
- Establish strong PLC practices that allow for open discussion and professional learning in all content areas [Campus / SCE funds]
 - Year 2 of our 3 year PLC journey
- Implement next steps of Assessment for Learning strategies (co-creating success criteria, goal setting, and effective questioning across the campus [Campus / SCE funds]

Family and Community Involvement ~

- Our campus would benefit from more community involvement with our students. [Campus / SCE funds]
- Possible community event hosted by MMS. [Campus / SCE funds]
- Continue events at MMS that support parent participation. [Campus / SCE funds]
- More parent involvement in the PTA [Campus / SCE funds]

School Context and Organization ~

- Communication with the Emergent Bilinguals (EB) population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that Emergent Bilinguals (EB) parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]
- McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]
- Need to add additional SpEd and Emergent Bilinguals (EB) staff members [Campus / SCE funds]

Technology ~

- An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged or forgotten Chromebooks. [Campus / SCE funds]
- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds]
- Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds]

Demographics

Demographics Summary

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

McMath Middle School was established in 1998 and is named after Carroll McMath, a former band director at Denton High School who promoted music education throughout the state. Mr. McMath was also active in the community and was inducted into the Texas Band Directors Hall of Fame in 1992.

McMath is proud to say it falls in the Denton High School Zone. McMath is known for its commitment to education and students and staff that are committed to making things better in and out of the classroom. From a gardening club that helps beautify the school grounds to a student-run, non-profit organization (Team Jump Start) that has raised funds for student scholarships, McMath students enjoy getting involved.

McMath students, family and staff believe they are “known by the tracks they leave” so it’s a mission to leave an imprint in academics, social clubs and extra-curricular activities. Students at McMath can enroll in gifted and talented courses, career and technology courses, and study a foreign language or career in engineering.

The school also offers band, choir, orchestra, art, cheerleading and a variety of athletics options: football, volleyball, tennis, boys and girls basketball and boys and girls track. In addition, McMath has nationally-recognized programs like National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together.

McMath was the third middle school built in the district and is centrally located in Denton. The school received its most recent renovation in 2021.

Established: 1998

Mascot: Tigers

Colors: Navy Blue and Gold

Motto: We Are Known By The Tracks We Leave

The overall campus demographics are:

Group	Count	Percent
All	802	100%
6 th	259	32.29%
7 th	263	32.79%
8 th	280	34.91%
African American	115	14.34%
Hispanic	292	36.41%
White	348	43.39%
Other (Asian, American Indian, 2+ Races)	47	5.86
504	117	14.59%
Special Education	118	14.71%

Group	Count	Percent
LEP	161	20.07%
Gifted/Talented	104	12.97%
Econ. Status	425	52.99%

The staff demographics are:

Group	Size
African American	6.3%
Hispanic	6.3%
White	84.2%
Other (Asian, American Indian, 2+ Races)	3.2%

Our students' attendance rate was 97.5% for the 2021-2022 school year. Our teachers work closely with the attendance liaison and administrative team to share concerns with students who have been out so we can work on root causes for the absences.

We monitor the behavior of our students closely. The administrator and counselor work together when discipline occurs so that if needed additional support can be provided. We have implemented restorative practices on our campus which have positively impacted our teachers building relationships with students. We create reentry plans for any student who has been placed in an alternative campus so they can be successful here.

Demographics Strengths

Demographics ~

- McMath attendance zone and school numbers means that we have room to grow in amount of students
- Most of McMath's population does not fluctuate
- While our numbers are slowly growing, our numbers in economically disadvantaged are also growing
- Our mobility numbers have held steady over the past 5 years
- The diversity of the student body has steadily grown over the past 3-4 years
- Our geographical zone has expanded to include a few new neighborhoods
- These neighborhoods have helped our ethnic diversity to grow and change
- This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment (have not seen this as of 9.19.22)

Problem Statements Identifying Demographics Needs

Problem Statement 1: ~Teacher population is not as diverse as our students ~While our school enrollment is declining, our numbers in mobility and economically disadvantaged are also growing. ~While our school enrollment is declining, our numbers in SPED, 504, BE are growing.

Student Learning

Student Learning Summary

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

Data points include review of STAAR, MAP, Common Assessments, IPRs, and Report card grades to address our students learning gaps from previous years.

See below for Specifics to the 21-22 STAAR results that we are using to address strengths, challenges, and gaps.

Student Learning Strengths

Student Achievement ~ Based on results from the 2021-2022 School report Card

- McMath was rated a C by TEA
- **McMath Middle School STAAR TESTING DATA 2021 - 2022**
-

McMath	2021	2022
	DNM / A / M / MAS	DNM / A / M / MAS
6 th READING	35% / 65% / 33% / 16%	32% / 68% / 40% / 23%
		-3% / 3% / 7% / 7%
6 th MATH	29% / 71% / 33% / 9%	30% / 70% / 29% / 11%
		1% / -1% / -4% / 4%

McMath	2021	2022
	DNM / A / M / MAS	DNM / A / M / MAS
7 th READING	39% / 61% / 41% / 20%	25% / 75% / 47% / 33%
		-14% / 14% / 6% / 13%
7 th MATH	50% / 50% / 16% / 4%	47% / 53% / 22% / 6%
		-3% / 3% / 6% / 2%

McMath	2021	2022
	DNM / A / M / MAS	DNM / A / M / MAS
8 th READING	28% / 72% / 41% / 19%	24% / 76% / 53% / 28%
8 th MATH	57% / 43% / 27% / 7%	-4% / 4% / 7% / 9%
8 th Alg	12% / 88% / 48% / 13%	47% / 53% / 17% / 5%
8 th SCIENCE	39% / 61% / 36% / 18%	-10% / 10% / -10% / -2%
8 th SS	42% / 58% / 30% / 12%	4% / 96% / 78% / 46%
		-8% / 8% / 30% / 33%
		27% / 73% / 42% / 19%
		-12% / 12% / 12% / 1%
		46% / 54% / 20% / 11%
		4% / -4% / -10% / -1%

	READING	MATH	SCIENCE	SS
	6th/7th/8th	6th/7th/8th	8th	8th
ALL	68 / 75 / 76	70 / 53 / 53	73	54
AA	52 / 63 / 51	65 / 37 / 33	53	40
HISPANIC	60 / 65 / 75	66 / 39 / 53	61	44
WHITE	76 / 88 / 84	74 / 68 / 61	88	65
SPED	37 / 45 / 38	29 / 23 / 11	31	24
LOW SOS EC	58 / 65 / 68	60 / 40 / 45	60	44
LEP	40 / 65 / 54	55 / 26 / 40	39	24

% approaches listed

CIP Goal 1: Teaching & Learning for the 21-22 CIP

- Performance Objective 2:

- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the reading STAAR test:
 - To score at least:
 - 75% - 80% at the approaches level (18-19 was 74%) (20-21 was 66%)
 - 50% - 55% at the meets level (18-19 was 48%) (20-21 was 40%)
 - 25% - 30% at the masters level (18-19 was 22%) (20-21 was 19%).

- **21-22 Reading STAAR results**
 - **All grades: 73% approaches / 47% met / 28% masters**
 - **6th grade: 68% approaches / 40% met / 23% masters**
 - **7th grade: 75% approaches / 47% met / 33% masters**
 - **8th grade: 76% approaches / 53% met / 28% masters**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students decreased in Social Studies from the previous year Our AA, BE, and SPED students are still targeted areas due to poor performance on the 21-22 STAAR results Need to implement Tier 3 Target Tutoring for struggling students (Especially our AA, BE, and SPED students)

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Weekly information is shared with our families about important events on campus and provided by the district.

- The information is shared using: [The Tiger Times](#), [McMath Website](#), and the [McMath Facebook Page](#)

School Processes & Programs Strengths

Curriculum, Instruction and Assessment ~

- Master Schedule allows all core teachers to have the same period off to collaborate and have PLCs during the school day
- Continuation of Family Time to address HB4545 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our department
 - PD provided for Creation of True PLC practices (PLC Summit and Foundation of PLCs)
 - Year 2 of a 3 year PLC journey
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology ~

- 80% of teachers believe technology enhances learning and their daily life
- 76% of teachers report high quality internet speed
- 76% of students report that they use computers in their classroom at least weekly
- 73% of teachers feel confident in their foundational technology skills
- 69% of teachers get devices for their students when needed more than half the time
- All staff trained in Canvas to allow student access to material
- An increased use of intervention programs (Mathia, Achieve3000, etc.)
- An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.)
- An increased use of technology to facilitate 504 and SpEd accommodations
- Willingness of staff to improve technology skills and integrate technology in lessons
- Strong support from campus technology staff
- McMath is a 1:1 Chromebook campus
- 100% of students at McMath passed IC3 certification exam in the PIT class

School Context and Organization ~

- McMath has a large number of Teacher Leaders on campus.
- Effective communication between staff and parents through TAC emails
- Organized duty stations
- Supervision inside and outside the campus is actively monitored by staff
- Core content teams are effective
- Organized and effective staff meetings, PLC, and collaboration in staff

Staff Quality, Recruitment and Retention ~

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth
- Above district and state average in teacher experience
- Above district and state averages in teachers with 20+ years of experience
- FYTA and mentor supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities (Solution Tree Conference in July was attended by the ALT in July of 2022) The PLC Cadre will continue to provide campus wide PLC trainings McMath is in its 2nd year of the PLC Journey There is a need for a campus wide behavior system

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

Family and Community Involvement ~

- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more
- High levels of social media and email and phone blast are keeping parents in the loop

School Culture and Climate ~

- Relationships built by staff with students
- McMath is family
- Inclusive culture that welcomes stakeholders from the front office to the classroom
- Committed staff
- Staff is happy to be at work
- High but achievable expectations that allows students to reach goals
- Staff is helpful
- Teachers are involved
- Students living out our inclusive culture by helping peers and teachers
- Staff feels that administration is creating a positive culture
- Employee Survey reveals: Principal trust staff to make good decisions
- Staff works in an atmosphere where there is mutual respect
- Principal encourages collaboration
- Principal implements policies fairly
- Staff trust the principal to make good decisions
- Principal is an effective leader
- Student Survey showed many gains from last year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase positive student behavior. There is a need to continue to work on student's sense of belonging

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- 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
- 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
- T-TESS data
- T-P ESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Revised/Approved: September 22, 2022

Guiding Outcome 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: 100% of eligible HB4545 students will be served by May 2023.

Evaluation Data Sources: Campus based HB4545 intervention logs
STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continuation (and monitoring progress) of a 30 minute daily 'Family Time' period where each teacher will mentor and advocate for 10-15 students</p> <p>~Focus on Social and Emotional Learning</p> <p>~Focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in reading and math.</p> <p>~Focus on various targeted Tier 1, 2, and 3 supports</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in Reading, Math, and/or writing for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers A+ tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Workshop, Curriculum, and Training - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutoring will be conducted for students under HB4545 before school, after school, and on Saturdays.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in Reading, Math, and/or writing for all students based</p>	Formative		
	Dec	Mar	May

on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.

Staff Responsible for Monitoring: Admin

Counselors

Teachers

A+ tutors

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math


- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Workshop, Curriculum, and Training - Title I, Part A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 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: McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 22-23 reading STAAR test:

All students will score at least 73% - 78% at the approaches level (21-22 was 73%)

All students will score at least 47% - 52% at the meets level (21-22 was 47%)

All students will score at least 21% - 26% at the masters level (21-22 was 21%)

In addition, we are striving for at least 5% gains (from 21-22) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 22-23 Reading STAAR test.

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Lucy Calkin's Readers & Writers Workshop ~HomeGrown Institute ~Teacher's College Wksp ~Summer Seminar ~IXL ~PearDeck ~TIA ~District lead PD ~McMath Lead PD ~North Texas Teen Book Fair ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teacher AFL Cadre Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials / PD - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn? (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn? (Intervention) 4. How will we respond if they already know it? (Enrichment) <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>PD includes:</p> <ul style="list-style-type: none"> ~ Attending the PLC at Work Workshop in July 2022 at Guyer High School. ~ Campus based training by the McMath PLC Cadre ~ Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) <p>McMath is currently in Year 2 of the 3 year PLC Journey</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: PD and Instructional Resources - Title I, Part A - \$2,500</p>	Formative		
	Dec	Mar	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 6th - 8th grade ELAR/EXPO teachers will continue the workshop model with support from Secondary ELAR C&I Department.</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Workshop Curriculum and Training. - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted intervention for the students below grade level in reading. Including, but not limited to, the use of Lucy Calkin's Units of Study, GrammarFlip, IXL, Quill, School Pace, Newsela, and Common Lit curriculum and resources.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher Intervention Teacher A+ Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math, Science, Social Studies, and Electives will support literacy (reading & writing) through delivery of cross curricular reading & writing lessons at least one time per week</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Build middle school literacy library (school library & classroom) to support and strengthen reading at all levels in all classrooms in all subjects.</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Librarian Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Books and eBooks and other various literacy resources - Title I, Part A - \$20,000</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building reading and academic language to close the gaps. Including but not limited to: Homework Hotline for EB students</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers A+ Tutors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Integrate technology to enhance instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech CTE</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology (ie CB, Panels, Tech Ed Apps, etc) - Title I, Part A - \$10,000</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Continuation (and monitoring progress) of a 30 minute daily 'Family Time' period where each teacher will mentor and advocate for 10-15 students</p> <p>~Focus on Social and Emotional Learning</p> <p>~Focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in reading and math.</p> <p>~Focus on various targeted Tier 1, 2, and 3 supports</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in Reading for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers A+ tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Workshop, Curriculum, and Training - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> ~Teach Denton ~ UNT ~TWU ~Other colleges/universities ~Other Denton ISD schools ~Museums <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teachers Partners C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources / Travel - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide opportunities for parents to be involved in instructional best practices to include, but not limited to:</p> <p>~Various academic nights ~Volunteer opportunities</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech PTA</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 22-23 math STAAR test:

All students will score at least 59% - 64% at the approaches level (21-22 was 59%)

All students will score at least 23% - 28% at the meets level (21-22 was 23%)

All students will score at least 7% - 12% at the masters level (21-22 was 7%)

In addition, we are striving for at least 5% gains (from 21-22) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 22-23 Math STAAR test.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Summer Seminar ~TIA ~District lead PD ~McMath Lead PD ~Mathia Training ~Reflex/Frax Training ~IXL Webinar ~Peardeck ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teacher AFL Cadre Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials / PD - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn? (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn? (Intervention) 4. How will we respond if they already know it? (Enrichment) <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>PD includes: ~ Attending the PLC at Work Workshop in July 2022 at Guyer High School. ~ Campus based training by the McMath PLC Cadre</p> <p>McMath is currently in Year 2 of the 3 year PLC Journey</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: PD and Instructional Resources - Title I, Part A - \$2,500</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 6th - 8th grade math teachers will use best practices to provide instruction, assessment, and feedback to our students</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in math for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Curriculum and Training. - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted intervention for the students below grade level in math. Including, but not limited to, the use of IXL, Reflex/Frax, Springboard, Mathea, Carnegie Learning, common math curriculum and resources.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher Intervention Teacher A+ Tutors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building math skills to close the gaps. Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers A+ Tutors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continuation (and monitoring progress) of a 30 minute daily 'Family Time' period where each teacher will mentor and advocate for 10-15 students ~Focus on Social and Emotional Learning ~Focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in reading and math. ~Focus on various targeted Tier 1, 2, and 3 supports</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in Math for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers A+ tutors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Workshop, Curriculum, and Training - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Integrate technology to enhance instruction</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech CTE</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology (ie CB, Panels, etc) - Title I, Part A - \$10,000</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: ELAR, Science, Social Studies, and Electives will support math through delivery of cross curricular math lessons.</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in math for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> ~Teach Denton ~ UNT ~TWU ~Other colleges/universities ~Other Denton ISD schools ~Museums <p>Strategy's Expected Result/Impact: Increased student performance in math according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teachers Partners C&I Staff (For added support when needed)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources / Travel - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide opportunities for parents to be involved in instructional best practices to include, but not limited to:</p> <ul style="list-style-type: none"> ~Various academic nights ~Volunteer opportunities <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech PTA</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 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 McMath 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
CREST Award

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice strategies and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction 	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: 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 ~Needs assessment ~Why Try Curriculum in ISSC ~HEaRd Club Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselor Teachers Paras CIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continuation of a 30 minute daily 'Family Time' period where each teacher will mentor and advocate for 10-15 students ~Focus on Social and Emotional Learning ~Focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in reading and math. ~Focus on various targeted Tier 1, 2, and 3 supports</p> <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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</p> <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers CIS</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Sonic Stars ~Fun Committee ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards ~HOPE Basket and HOPE club ~Provide opportunities for staff to influence decisions ~Continue the Sunshine Fund ~Appreciation Coins for members of McMath, those that support McMath and those that go above and beyond in our school <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Appreciation Items - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Providing physical, social, and emotional supports and safety including, but not limited to:</p> <ul style="list-style-type: none"> ~Counselor Resource Room ~Updating and monitoring of the counselor Facebook page ~Continuing the use of the STOPit app to anonymously report, monitor, investigate, and communicate bullying, cyberbully, and general inappropriate behavior ~Day time CIS Program <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <p>Funding Sources: Technology and various student need items - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Identify ways to build a positive culture at McMath:</p> <ul style="list-style-type: none"> ~Book Study ~Feed the Staff ~Staff Relationship Agreement 'Culture' Quadrant ~Sunshine Committee ~Mentor/Mentee Events ~Fun Committee <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers PTA</p> <p>Title I: 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture 	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implementation of Day time CIS program. Responsible for, but not limited to:</p> <ul style="list-style-type: none"> ~tutoring ~mentoring ~snacks/emergency food ~clothes ~vision vouchers ~small groups for behavior/academic support ~hygiene supplies ~school supplies ~college/career readiness ~Transportation for those under McKinney-Vento <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CIS Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Updating the physical grounds of McMath both inside and outside to provide a culture of safety and belonging including, but not limited to:</p> <ul style="list-style-type: none"> ~Update the landscaping around the building ~Update the lobby to be more inviting and current ~Visible banners that show the McMath Mission, Vision, and the values ~Picking up trash around the building ~Add more benches around the campus ~Beautify the courtyards between the academic wings ~Update the teacher lounges ~Add letters to the hallways to show which hall it is ~Add positive banners/signs throughout the building ~Taped floors for hallway traffic control and congestion <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Community and district partnerships and various items - Title I, Part A</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: Create systems and procedures that will provide opportunities to Increase Positive Student Behavior in the classroom and in the common areas, so that teaching and learning can take place.

Evaluation Data Sources: Student Discipline data, Teacher, Admin, and Counselor qualitative data, and Student & Parent Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice strategies and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Restorative Practices ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PD provided to staff by District Counseling Dept: Merge the Leadership Summer Seminar - SEL and Restorative Session together. Give the 'why' we need to do behavior management and the 'how' (tools) to do it.</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches Central Office Counseling Department</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Teachers with tools to build positive student relationships and effective class management strategies. https://sites.google.com/g.dentonisd.org/toolbox/home</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in kiddos serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus Book Study: HACKING SCHOOL DISCIPLINE: Throw Out the Student Handbook Because School Discipline Just Got Hacked!</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implementation of a 'Tiger Card'. Co-Created by staff and students. Incentive to to maintain good grades, behavior, and attendance. Reward developed by staff and students.</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Creating a student voice committee to create a sense of ownership to the school.</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for McMath Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for McMath Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dara Harden	Reading Intervention Teacher	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Buddy Dunworth	Principal
Classroom Teacher	Justina Record	Science teacher and Dept. Chair
Classroom Teacher	Virginia Ginn	SS teacher and Dept Chair
Classroom Teacher	Michelle Duesman	SS teacher and Dept Chair
Classroom Teacher	Erin Rooks	ELAR teacher and Dept Chair
Classroom Teacher	Julie Holland	Math teacher and Dept Chair
Classroom Teacher	Denise Newbrand	Spanish teacher and Dept Chair
Classroom Teacher	Jana Cantrell	Emergent Bilinguals (EB) Lead and TCC Rep
Classroom Teacher	Heather Warren	Emergent Bilinguals (EB) Lead and TCC Rep
Classroom Teacher	Robin Looney	CTE teacher and Dept Chair
Classroom Teacher	Lauren Myers	SPED teacher and Dept Chair
Non-classroom Professional	Anna Modrow	Librarian
Administrator	Michelle Duck	Assistant Principal
Administrator	Kelly Francis	Assistant Principal
Non-classroom Professional	Amanda Wagemann	Counselor
Non-classroom Professional	Brian Adams	Counselor
Non-classroom Professional	Brittany Zielinski	Counselor
District-level Professional	Emily Thompson	Curriculum and Instruction
Parent	Cynthia Eagle	PTA President
Community Representative	Landon Hale	Business Owner
Classroom Teacher	Megan Bennett	Fine Arts Dept. Chair

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	A/K and/or Campus funds and Resources and Intervention Teacher		\$0.00
1	3	4	A/K and/or Campus funds and Resources and Intervention Teacher		\$0.00
Sub-Total					\$0.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Workshop, Curriculum, and Training		\$0.00
1	1	2	Workshop, Curriculum, and Training		\$0.00
1	2	1	Instructional materials / PD		\$5,000.00
1	2	2	PD and Instructional Resources		\$2,500.00
1	2	3	Workshop Curriculum and Training.		\$0.00
1	2	5	Instructional Resources		\$0.00
1	2	6	Books and eBooks and other various literacy resources		\$20,000.00
1	2	7	Instructional Resources		\$0.00
1	2	8	Technology (ie CB, Panels, Tech Ed Apps, etc)		\$10,000.00
1	2	9	Workshop, Curriculum, and Training		\$0.00
1	2	10	Instructional Resources / Travel		\$0.00
1	2	11	Instructional Resources / Refreshments / Advertising		\$500.00
1	3	1	Instructional materials / PD		\$5,000.00
1	3	2	PD and Instructional Resources		\$2,500.00
1	3	3	Math Curriculum and Training.		\$0.00
1	3	5	Instructional Resources		\$0.00
1	3	6	Workshop, Curriculum, and Training		\$0.00
1	3	7	Technology (ie CB, Panels, etc)		\$10,000.00
1	3	8	Instructional Resources		\$0.00
1	3	9	Instructional Resources / Travel		\$0.00
1	3	10	Instructional Resources / Refreshments / Advertising		\$500.00
2	1	2	Instructional Resources		\$0.00

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional Resources		\$0.00
2	1	4	Instructional Resources		\$0.00
2	1	5	Appreciation Items		\$1,000.00
2	1	6	Technology and various student need items		\$0.00
2	1	8	CIS Resources		\$0.00
2	1	9	Community and district partnerships and various items		\$0.00
Sub-Total					\$57,000.00

Denton Independent School District
Alexander Elementary
2022-2023 Campus Improvement Plan



Alexander
ELEMENTARY

Mission Statement

Alexander Mission Statement: To cultivate a safe, caring, and accepting environment that inspires students to achieve their full potential.

Vision

Alexander Vision: We will continuously reflect on our practice, commit to ongoing professional learning, invest in nurturing individual whole children by building relationships, celebrating diversity, and inspire growth.

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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- Guiding Outcome 2: 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 27
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information 2020-2021

- Total Student Enrollment- 581
- 76.8% Economically Disadvantaged
- 15.5% Special Education
- 44.4% Emergent Bilingual/English Learners
- 63.9% Hispanic
- 22% White
- 10.7% African American
- 7.4% (35) Mobility

Staff Information 2020-2021

- Beginning Teachers- 5.7%
- 1-5 Years- 28.2%
- 6-10 Years- 24.6%
- 11-20 Years- 30.3%
- 21 to 30 Years- 9.5%
- >30 Years- 1.7%

Teachers by Race/Ethnicity

- African American- 5.7%
- Hispanic- 37.9%
- White- 52.7%

Demographics Strengths

- Small percentage of mobile students
- Beginning Teachers percentage is less than 10%
- Special Education percentage is aligned to national average for schools
- Several classroom teachers serve as Curriculum Writers and Translator for Curriculum & Instruction in Denton ISD
- Staff is eager to serve on campus committees and vertical committees

- School culture has positive, uplifting leadership
- Staff voice and collaboration with campus-wide decision making is consistently promoted

Problem Statements Identifying Demographics Needs

Problem Statement 1: School staff race/ethnicity is disproportionate to student population race/ethnicity. **Root Cause:** 52.7% of school staff is White, 37.9% is Hispanic, and 5.7% is African American.

Student Learning

Student Learning Summary

-In May 2022:

- 33% of all Kindergarten students reading “on level”
- 58% of all 1st grade students reading “on level”
- 41% of all 2nd grade students reading “on level”
- 56% of all Kindergarten students scored “on level” in Math Primary Numeracy Assessment
- 33% of all 1st grade students scored “on level” in Math Primary Numeracy Assessment
- 14% of all 2nd grade students scored “on level” in Math Primary Numeracy Assessment

2022 School Accountability TEA School Report Card reported:

- 226.5 Academic Growth points earned as measured by 4th and 5th grade STAAR Reading and Math
- 104 students in 3rd, 4th, and 5th grade earned “0” points for Academic Growth Score.
- 66 students in 3rd, 4th, and 5th grade earned “0” points for Academic Growth Score for STAAR Math
- 38 students in 3rd, 4th, and 5th grade earned “0” points for Academic Growth Score for STAAR Reading
- Alexander had 22% of students demonstrate no growth in reading and 38% of students demonstrate no growth in math.

Areas of Need:

- Bilingual interventionist staff member Bilingual Special Education staff member
- Focus on campus intervention for grades Pre-K through 2nd grade
- Growth in Writing instruction and vertical alignment
- K-5th grade Analyze ELI/SELI to monitor student growth and design instruction
- Conduct “Parent University” nights to share with parents ways to support academic habits at home
- Adjust Tier 1 instruction to extend learning and increase “Approaches” to “Meets” and “Masters.”
- Target student engagement through staff development, classroom walks, and PLC conversations.
- Consider as a learning community how to build authentic learning experiences that effectively engage students in the learning process through Assessment for Learning strategies.
- During collaborative instructional planning, focus on enrichment learning experiences that extend students learning for "on level" learners.
- Effectively identifying pre-requisite skills that need to be targeted in Tier 2 and 3 instruction to ensure mastery of essential learning standards due to COVID-19.
- Ensure an universal "Tier Time" in the campus Master Schedule to differentiate instruction based on formative assessment student data.
- PLCs will need to analyze prior grade level’s TEKS and create pre-assessments, to prioritize curriculum through vertical grade level collaboration

Student Learning Strengths

- Overall, reading proficiency is higher than math proficiency and the campus has received more professional learning in the past three years targeting literacy development.
- Less students demonstrated "no growth" as measured by the School Progress calculation for the TEA School Report Card in reading than math.
- Campus excels in identifying which students need Tier 3 intervention and providing daily Tier 3 intervention to "at risk" students.
- Every grade level meets routinely to analyze student data from formative and summative assessments.
- Data tracking systems are utilized to effectively monitoring student academic growth.
- Staff engages in job-embedded professional learning targeting research-based instructional practices to improve student learning. Examples include: Teacher's College Project School work and Calendar Days K-Grade 5, Mega Labs targeting AFL strategies, Math instruction, and Reading/Writing conferring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2021 School Accountability reported: 104 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score. 66 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Math 38 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Reading **Root Cause:** -COVID-19 pandemic and its effects disrupted the learning process for all students, resulting in academic, behavioral, and emotional gaps. -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus. -Need for specific instructional commitments

School Processes & Programs

School Processes & Programs Summary

- Campus Leadership Team is open to any school personnel and includes parent representatives, business partners, community partners, and district partners. This team meets quarterly to design, monitor and adjust the Campus Improvement Plan.
- Partnership with Curriculum and Instruction Department provides campus feedback to teachers/leadership team, and designs professional learning based on current needs for student learning success.
- Team Leaders, including representatives from each team on campus, meet monthly with school administration to collaboratively conduct campus decision-making and provide feedback related to school-wide "tights" or campus commitments in the areas of classroom management and student behavior, instructional practices, and campus-wide realities.
- After-school extracurricular programs are provided to engage students and staff, including: GOAL, Volleyball, Ballet Folklorico, Choir, and puzzle clubs.
- Student early-release days are used to implement PLC structured work, including Design in Five research-based planning, monitoring, and adjusting of essential student learning.
- Consistency in writing instruction K-5th grade and vertical planning targeting development of writing
- Instructional focus on extending learning for students scoring "Approaches." Increasing "Meets" and "Masters" ranges in all subject areas
- Purchase Spanish reading books for independent reading
- Mega Labs 3-5 and job-embedded learning to target designing and implementing rigorous learning experiences for all students PK-Grade 5.
- Align data analysis practices in all grade levels to monitor campus and grade level team goals
- Continue differentiated intervention in K-Grade 2 and utilize PLC meetings to brainstorm research-based interventions for Math and Language Arts skills.
- Purchase writing materials, i.e. dated stamps, paper, colored pens, markers for writing stations.
- Continue to provide team building experiences to foster trust and positive relationships across grade levels and students
- Capture and use feedback from staff surveys throughout the year to shape the administration's approach to supporting campus work
- Implement CHAMPS classroom management and school-wide system
- Develop campus-wide discipline plan/matrix to ensure fidelity and consistency, as well as communication with families about behavior expectations, teaching behavior and discipline consequences

School Processes & Programs Strengths

- Teachers utilize the UBD lesson planning approach to design student learning Pre-K through 5th grade.
- Design small group Tier 3 instruction based on formative common assessments measure TEKS mastery.
- Implement Lucy Calkins Units of Study curriculum in K-5th grade the past three years.
- Instructional coaches guide collaborative planning and student monitoring campus-wide.
- Math and Reading Interventionists provide Tier 2 and Tier 3 instruction.
- Teachers engage in professional learning Mega Labs for job-embedded professional learning.
- Teachers and staff are passionate and determined to support student growth and achievement, especially meeting the needs of Economically Disadvantaged students and English Language Learners.
- Several classroom teachers serve as Curriculum Writers and Translator for Curriculum and Instruction in Denton ISD
- Staff is eager to serve on campus committees and vertical committees School culture has positive, uplifting leadership
- Staff voice and collaboration is utilized during campus-wide decisions, including academic and operational areas
- Diversity is present in students and staff within the campus
- House System promotes unity, camaraderie, positive behavior, and good character among students and staff.
- Collaborative leadership ensures staff, students, and parents have a voice with campus-wide decisions (CLT meeting including parents, staff, and community members, and Student Leadership Team)

- Mentor Program has grown and is executed efficiently Alexander Elementary
- Parent Communication is consistent and provided through email, autocall, Remind, and social media platforms- Facebook, Twitter, and Instagram, and required Parent Orientation in July and August 2022.
- 100% of classrooms have Chromebook devices for student learning
- Technology is integrated within curriculum and classroom instruction Technology increases student engagement, and adds relevancy to learning for students
- Applications and programs are diverse, offering supports for students served through Bilingual and Dyslexia programming
- Assistive technology provides access to students as an accommodation
- Pre-K classrooms have ClearTouch screens and students utilize this technology daily to practice/reinforce newly acquired skills
- Technology support is effective and quick to respond
- Students have improved in their ability to maneuver technology programs and create products as part of their learning. (Class quick cards helped tremendously in lower grades)
- Digital Natives Technology programs provide instantaneous data which teachers and staff analyze and use to instructionally respond.
- Go Guardian is an effective program to monitor students' use of technology and words they type they may require intervention.
- 1:1 Chromebook initiative is critical to developing and implementing learning with digital learning integration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student groups not measured "on level" in math and reading need intense acceleration to close achievement gaps. **Root Cause:** -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus in 2021-2022.

Perceptions

Perceptions Summary

Current Needs:

- Create a school environment where parents and community members feel welcomed and appreciated
- Long term need: establish a parent liaison and parent center at Alexander
- Campus events to celebrate parents and appreciate community partnerships
- Parent education on Restorative Practices and mental health
- Staff voice and collaboration with campus-wide decision-making
- Feedback captured through staff surveys throughout the year to shape the administration's approach to supporting campus work
- Strengthen family engagement within the school system to promote and support learning in the home

Perceptions Strengths

- Parents are eager to be involved in volunteerism and the learning experience of their child
- Parent involvement is prevalent in extracurricular club, Ballet Folklorico, and PTA
- Foster grandparents volunteers
- Stronger and more active PTA and full PTABoard School partnership promote
- PTA consistently Partnerships with community organizations and businesses to support campus with resources, including time as volunteers and materials
- Teachers and staff are passionate and determined to support student growth and achievement, especially meeting the needs of Economically Disadvantaged students and English Language Learners.
- Several classroom teachers serve as Curriculum Writers and Translators for Curriculum & Instruction in Denton ISD
- Staff is eager to serve on campus committees and vertical committees.
- Shout outs to staff on the weekly newsletters.
- Student/staff house system is a way that we promote good citizenship and camaraderie across the campus
- Communities in Schools of North Texas and United Way of Denton nonprofits are engaged is the Alexander community and support families' needs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families express feeling disconnected from the school and want to know how to support their child(ren) at home. **Root Cause:** Safety measures during the COVID-19 pandemic disconnected the strong connection between home and school previously experienced before 2020.

Priority Problem Statements

Problem Statement 1: 2021 School Accountability reported: 104 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score. 66 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Math 38 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Reading

Root Cause 1: -COVID-19 pandemic and its effects disrupted the learning process for all students, resulting in academic, behavioral, and emotional gaps. -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus. -Need for specific instructional commitments

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student groups not measured "on level" in math and reading need intense acceleration to close achievement gaps.

Root Cause 2: -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus in 2021-2022.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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)
- Student failure and/or retention rates
- Local diagnostic reading 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- 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
- 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
- Equity data
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Guiding Outcomes

Guiding Outcome 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 2023, Alexander Elementary will score 280 Academic Growth points as measured by STAAR for the areas of Grade 4 and Grade 5 Reading and Math.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: TEA School Report Card, campus common assessments, district assessment, interim STAAR assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: "Design in 5" PLC work will define student learning, measures of student learning, and responses to current student data.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction designed to accelerate learning and close achievement gaps</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student data analyzed monthly and progress monitoring conducted for common formative assessments, formal summative assessments, student inventories, and district assessments during PLC work.</p> <p>-Student groups in 3rd, 4th and 5th grade are tracked for progress toward the "Meets" goal.</p> <p>-Data Wall created and used during data analysis PLC meetings to track and monitor student growth.</p> <p>Strategy's Expected Result/Impact: Student performance monitored to adjust instruction and ensure student academic success</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Universal intervention put into the campus master schedule for all grade level and implemented with fidelity to reteach pre-requisite skills.</p> <p>Strategy's Expected Result/Impact: Student performance monitored to adjust instruction and ensure student academic success</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional coach, interventionists, and additional student support staff assigned as "PLC Ambassadors" to support and promote best practices during Design in 5 PLC work, (instructional planning and data analysis/monitoring).</p> <p>Strategy's Expected Result/Impact: Student performance monitored to adjust instruction and ensure student academic success</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC, and PLC Ambassadors which is the Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Collaboratively design list of "tights" for classroom management/student behavior, instructional practices, and campus-wide commitments. Train all campus staff about "Alexander Tights" and create tools to monitor fidelity of implementation.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Reading specialist conducts daily pullout intervention for at-risk readers in 2nd grade - 5th grade.</p> <p>Strategy's Expected Result/Impact: Increase student growth in literacy as measured by reading levels and STAAR Reading results</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, C&I Department (training interventionists)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading Interventionist - Title I, Part A - \$70,000</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Math specialist conducts daily pullout intervention for at-risk students in the areas of mathematical understanding in 2nd grade - 5th grade.</p> <p>Strategy's Expected Result/Impact: Increase student growth in math as measured by Imagine Math, campus common assessments and STAAR Reading results</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, C&I Department (training interventionists)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Math Interventionist - Title I, Part A - \$70,000</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Behavior management professional learning, including CHAMPS, treatment agreements, regulation stations, Zones of Regulation and social and emotional regulation strategies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and decreased learning disruption in classrooms as measured by classroom walks, office referral data, behavior intervention data collection, Rhithm program, and Panorama survey results.</p> <p>Staff Responsible for Monitoring: Administration, school personnel, district family engagement coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Behavior regulation materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Classroom Engagement Coach hired with Title I funds, trained, and utilized to develop strong behavior management and emotional regulation classroom implementation with teachers. Specific behavior guidance and support that include tools and strategies from Classroom Engagement Coach.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and decreased learning disruption in classrooms</p> <p>Staff Responsible for Monitoring: Administration and Classroom Engagement Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Classroom Engagement Coach - Title I, Part A - \$35,000</p>	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Design in 5 training for instructional leadership team, including administration, instructional coaches, interventionists, and grade level team leads.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and grade level PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
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Strategy 11 Details	Formative Reviews		
<p>Strategy 11: District Instructional Coach trained and utilized to develop strong instructional practice implementation with teachers, and coaches classroom teachers with job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration, Curriculum and Instruction Department, and District Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Campus Instructional Coach - Title I, Part A - \$35,000</p>	Formative		
	Dec	Mar	May

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: School-wide house system implemented to promote positive character traits and behavior.</p> <p>Strategy's Expected Result/Impact: Reduce number of Office Referrals and DAEP placements</p> <p>Staff Responsible for Monitoring: Administration and all campus staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Classroom Engagement Coach will monitor and help strengthen staff active engagement in the campus vision through specific culture building initiatives and the "essential 8" social and emotional framework.</p> <p>Strategy's Expected Result/Impact: Increase active student engagement, reduce number of office referrals, increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, Classroom Engagement Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May





Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Growth-mindset culture fostered through coaching conversations, feedback, and collaborative input.</p> <p>Strategy's Expected Result/Impact: Increase staff active engagement and student achievement</p> <p>Staff Responsible for Monitoring: Administration, District Instructional Coaches, grade level PLCs, and Curriculum and Instruction Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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Strategy 15 Details	Formative Reviews		
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	Dec	Mar	May

Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Design and implement campus-wide required parent orientations with every family to communication expectations and campus systems for learning, safety, behavior, and family engagement.</p> <p>Strategy's Expected Result/Impact: Increase family engagement, increase student achievement, and campus events are well attended with greater than 50% of families attending</p> <p>Staff Responsible for Monitoring: Administration, school staff, and parents</p> <p>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Materials for parent education - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: Behavioral PLC work targets behavioral growth and responds to current mental health needs of students and staff.</p> <p>Strategy's Expected Result/Impact: Increase active student engagement, reduce number of office referrals, increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, Student At-Risk Counselor, Guidance Counselor, Classroom Engagement Coach, grade level PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May

Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Student At Risk Counselor provides Tier 2 and Tier 3 behavioral support and counseling to students, and provides behavioral and mental health learning to teachers.</p> <p>Strategy's Expected Result/Impact: Increase active student engagement, reduce number of office referrals, increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, Student At Risk Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$80,000</p>	Formative		
	Dec	Mar	May
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: Parent communication and engagement provided through "Parent University" events once per 9-weeks where school staff will provide parent training on current student learning, mental health resources, and parenting resources.</p> <p>Strategy's Expected Result/Impact: Increase family engagement, increase student achievement, and campus events are well attended with greater than 50% of families attending</p> <p>Staff Responsible for Monitoring: Administration, Campus Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - Title I, Part A - \$3,000</p>	Formative		
	Dec	Mar	May

Strategy 20 Details	Formative Reviews		
<p>Strategy 20: Staff professional learning provided to strengthen classroom management and behavior regulation understanding.</p> <p>Strategy's Expected Result/Impact: Increase active student engagement, reduce number of office referrals, increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, Student At-Risk Counselor, Guidance Counselor, Classroom Engagement Coach, grade level PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Learning Materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 21 Details	Formative Reviews		
<p>Strategy 21: System created and consistently implemented to track classroom walkthroughs and provide effective feedback to teachers and students.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 22 Details	Formative Reviews		
<p>Strategy 22: Quarterly meetings with Area Superintendent and campus administration to monitor the implementation of the Campus Improvement Plan and student growth tracking, making adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and Area Superintendent</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 23 Details	Formative Reviews		
<p>Strategy 23: Monitor fidelity of collaborative instructional planning and instructional minutes for all content areas, including literacy, math, and science.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and grade level team PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 24 Details	Formative Reviews		
<p>Strategy 24: Meet regularly with the instructional leadership team, SEL Leadership Team, Student Response Team, and grade level team leaders to monitor campus-wide "tights" or expectations for classroom management/student behavior and instruction.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 2021 School Accountability reported: 104 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score. 66 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Math 38 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Reading</p> <p>Root Cause: -COVID-19 pandemic and its effects disrupted the learning process for all students, resulting in academic, behavioral, and emotional gaps. -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus. -Need for specific instructional commitments</p>
School Processes & Programs
<p>Problem Statement 1: Student groups not measured "on level" in math and reading need intense acceleration to close achievement gaps. Root Cause: -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus in 2021-2022.</p>

Guiding Outcome 2: 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 2023, all Kindergarten, 1st grade, 2nd, and 3rd grade students will grow at least one year as measured by reading levels with Elementary Reading Correlations Chart and Primary Numeracy levels.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: "Design in 5" PLC work will define student learning, measures of student learning, and responses to current student data.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction designed to accelerate learning and close achievement gaps</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student data analyzed monthly and progress monitoring conducted for common formative assessments, formal summative assessments, student inventories, and district assessments during PLC work.</p> <p>-Student groups in 3rd, 4th and 5th grade are tracked for progress toward the "Meets" goal.</p> <p>-Data Wall created and used during data analysis PLC meetings to track and monitor student growth.</p> <p>Strategy's Expected Result/Impact: Student performance monitored to adjust instruction and ensure student academic success</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Universal intervention put into campus master schedule for all grade level and implemented with fidelity to reteach pre-requisite skills.</p> <p>Strategy's Expected Result/Impact: Student performance monitored to adjust instruction and ensure student academic success</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional coach, interventionists, and additional student support staff assigned as "PLC Ambassadors" to support and promote best practices during Design in 5 PLC work, (instructional planning and data analysis/monitoring).</p> <p>Strategy's Expected Result/Impact: Student performance monitored to adjust instruction and ensure student academic success</p> <p>Staff Responsible for Monitoring: Administration and grade level PLC, and PLC Ambassadors which is the Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Collaboratively design list of "tights" for classroom management/student behavior, instructional practices, and campus-wide commitments. Train all campus staff about "Alexander Tights" and create tools to monitor fidelity of implementation.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Reading Recovery and Bilingual Reading Recovery specialists provide pullout instruction, push-in instruction, and coaching for teachers with at-risk readers in Kindergarten, 1st, and 2nd grade.</p> <p>Strategy's Expected Result/Impact: Increase student growth in literacy as measured by reading levels and STAAR Reading results</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, C&I Department (training interventionists)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading Interventionist - Title I, Part A - \$70,000</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Instructional Aide hired with Title I funds, trained, and provided math intervention and behavioral support in Kindergarten, 1st grade, and 2nd grade.</p> <p>Strategy's Expected Result/Impact: Increase student growth in math as measured by Primary Numeracy Assessment</p> <p>Staff Responsible for Monitoring: Administration, Instructional Aide, C&I Department (training Aide)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Math Interventionist - Title I, Part A - \$35,000</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Behavior management professional learning, including CHAMPS, treatment agreements, regulation stations, Zones of Regulation and social and emotional regulation strategies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and decreased learning disruption in classrooms</p> <p>Staff Responsible for Monitoring: Administration, school personnel, district family engagement coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Behavior regulation materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Classroom Engagement Coach hired with Title I funds, trained, and utilized to develop strong behavior management and emotional regulation classroom implementation with teachers. Specific behavior guidance and support that include tools and strategies from Classroom Engagement Coach.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and decreased learning disruption in classrooms</p> <p>Staff Responsible for Monitoring: Administration and Classroom Engagement Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Classroom Engagement Coach - Title I, Part A - \$35,000</p>	Formative		
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Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Design in 5 training for instructional leadership team, including administration, instructional coaches, interventionists, and grade level team leads.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and grade level PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
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<p>Strategy 12: School-wide house system implemented to promote positive character traits and behavior.</p> <p>Strategy's Expected Result/Impact: Reduce number of Office Referrals and DAEP placements</p> <p>Staff Responsible for Monitoring: Administration and all campus staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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	Dec	Mar	May





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<p>Strategy 14: Growth-mindset culture fostered through coaching conversations, feedback, and collaborative input.</p> <p>Strategy's Expected Result/Impact: Increase staff active engagement and student achievement</p> <p>Staff Responsible for Monitoring: Administration, District Instructional Coaches, grade level PLCs, and Curriculum and Instruction Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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	Dec	Mar	May

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	Dec	Mar	May
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	Dec	Mar	May

Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Student At Risk Counselor provides Tier 2 and Tier 3 behavioral support and counseling to students, and provides behavioral and mental health learning to teachers.</p> <p>Strategy's Expected Result/Impact: Increase active student engagement, reduce number of office referrals, increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, Student At Risk Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$80,000</p>	Formative		
	Dec	Mar	May
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: Parent communication and engagement provided through "Parent University" events once per 9-weeks where school staff will provide parent training on current student learning, mental health resources, and parenting resources.</p> <p>Strategy's Expected Result/Impact: Increase family engagement, increase student achievement, and campus events are well attended with greater than 50% of families attending</p> <p>Staff Responsible for Monitoring: Administration, Campus Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - Title I, Part A - \$3,000</p>	Formative		
	Dec	Mar	May

Strategy 20 Details	Formative Reviews		
<p>Strategy 20: Staff professional learning provided to strengthen classroom management and behavior regulation understanding.</p> <p>Strategy's Expected Result/Impact: Increase active student engagement, reduce number of office referrals, increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, Student At-Risk Counselor, Guidance Counselor, Classroom Engagement Coach, grade level PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Learning Materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 21 Details	Formative Reviews		
<p>Strategy 21: System created and consistently implemented to track classroom walkthroughs and provide effective feedback to teachers and students.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 22 Details	Formative Reviews		
<p>Strategy 22: Quarterly meetings with Area Superintendent and campus administration to monitor the implementation of the Campus Improvement Plan and student growth tracking, making adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and Area Superintendent</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 23 Details	Formative Reviews		
<p>Strategy 23: Monitor fidelity of collaborative instructional planning and instructional minutes for all content areas, including literacy, math, and science.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Staff Responsible for Monitoring: Administration and grade level team PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 24 Details	Formative Reviews		
<p>Strategy 24: Meet regularly with the instructional leadership team, SEL Leadership Team, Student Response Team, and grade level team leaders to monitor campus-wide "tights" or expectations for classroom management/student behavior and instruction.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of research-based best practice resulting in high student achievement and staff engagement</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

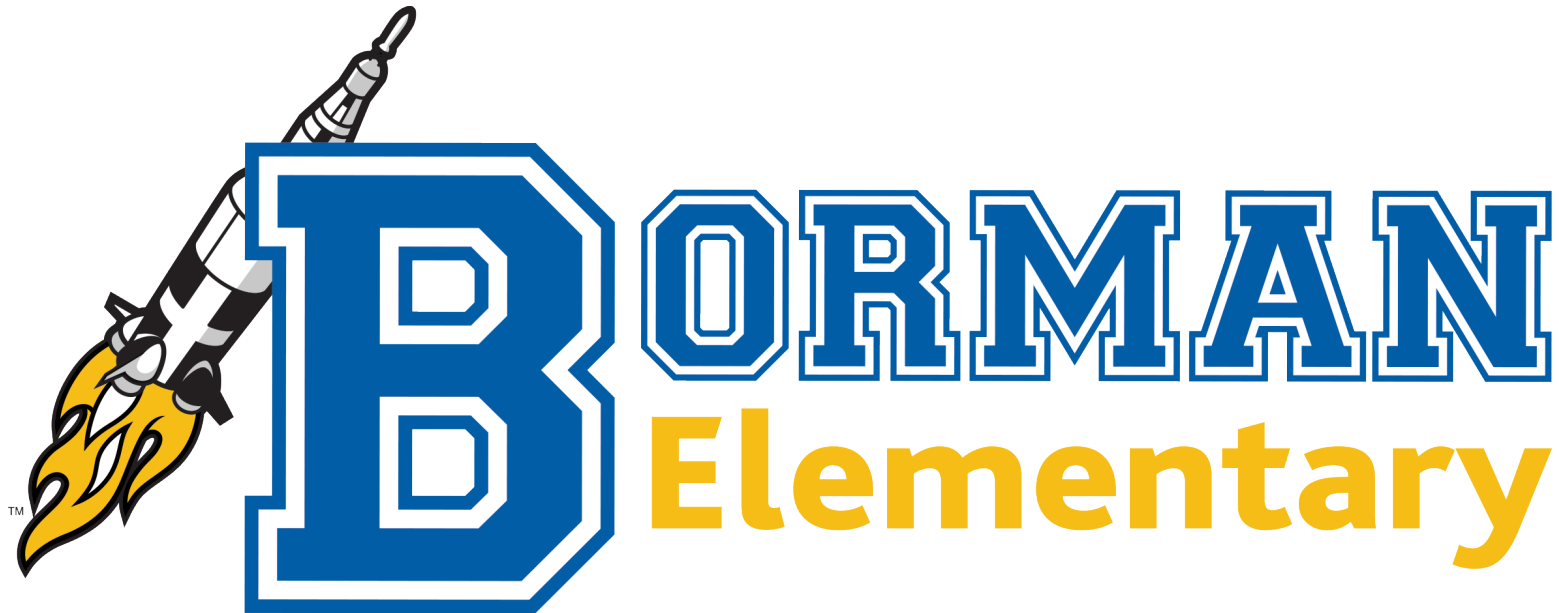
Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 2021 School Accountability reported: 104 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score. 66 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Math 38 students in 3rd, 4th, and 5th grade earned "0" points for Academic Growth Score for STAAR Reading</p> <p>Root Cause: -COVID-19 pandemic and its effects disrupted the learning process for all students, resulting in academic, behavioral, and emotional gaps. -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus. -Need for specific instructional commitments</p>
School Processes & Programs
<p>Problem Statement 1: Student groups not measured "on level" in math and reading need intense acceleration to close achievement gaps. Root Cause: -Misbehavior and dysregulated students, including general education and Special Education students served in the Positive Academic Behavior Students class, disrupted the instructional leadership focus of the campus in 2021-2022.</p>

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18			\$80,000.00
2	1	18			\$80,000.00
Sub-Total					\$160,000.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention materials		\$2,000.00
1	1	6	Reading Interventionist		\$70,000.00
1	1	7	Math Interventionist		\$70,000.00
1	1	8	Behavior regulation materials		\$2,000.00
1	1	9	Classroom Engagement Coach		\$35,000.00
1	1	11	Campus Instructional Coach		\$35,000.00
1	1	16	Materials for parent education		\$2,000.00
1	1	19	Instructional Materials		\$3,000.00
1	1	20	Professional Learning Materials		\$2,000.00
2	1	3	Intervention materials		\$2,000.00
2	1	6	Reading Interventionist		\$70,000.00
2	1	7	Math Interventionist		\$35,000.00
2	1	8	Behavior regulation materials		\$2,000.00
2	1	9	Classroom Engagement Coach		\$35,000.00
2	1	11	Campus Instructional Coach		\$35,000.00
2	1	16	Materials for parent education		\$2,000.00
2	1	19	Instructional Materials		\$3,000.00
2	1	20	Professional Learning Materials		\$2,000.00
Sub-Total					\$407,000.00

Denton Independent School District
Borman Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Borman Elementary School is committed to empowering each learner to achieve their fullest potential.

Vision

Borman Elementary School 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.

Our School Values

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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- Guiding Outcome 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 13
- Guiding Outcome 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 22
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Borman Elementary is an IB World School located within the heart of Denton ISD. We celebrated Borman's 50th Anniversary in March of 2020, marking five decades of service to the families of our community. Our school sits within a tight-knit and thriving neighborhood, and we are surrounded by locally owned businesses. We partner with our local business community through programs like, "Borman Loves Local," where we highlight community businesses and encourage our families and staff to shop, dine, and enjoy their services. We have strong partnerships with our local universities, including programs such as UNT TAMS and TWU Pioneeras.

We serve a diverse population of learners, with rich cultural, language, and family heritage backgrounds. 43% of our students qualify for Bilingual or ESL services, and 100% of our students have the benefit of attending Spanish Language class through our IB World Language program. Borman Elementary qualifies to receive Title I support. For the 2022-23 school year, 83% of our students qualified to receive meal assistance through the school, and 64% of our students meet the State criteria to be deemed "At Risk." With this responsibility as a driving motivator our school staff takes seriously the mission of providing the best possible learning experiences for our students. Our staff are a diverse group in terms of background, culture, gender, race, and ethnicity. A commonality among all staff is the focus on student learning and overall well-being. We are a staff that focuses on belonging and connection with students and families.

Student leadership is a priority for Borman, and fueling student agency is a missional driver. We work in close collaboration with our district, receiving regular support from the Curriculum Division, including the Bilingual / ESL Department and Special Education Department. Our Borman parents are our biggest partners in serving our students. Strong connections with our families are a huge focus for our school. We have a small, but mighty PTA, with 100% of our school staff and a strongly committed group of parents serving as PTA leaders. Borman is known for having served multiple generations of our local families, and for cultivating young teachers through strong participation in the Denton TEACH program. Borman is a family-oriented, warm, and welcoming school with a focus on connection with our community.

Demographics Strengths

Diversity of our student body and community

Strong local connections with community

Multi-generational presence

Strong partnerships with district and universities

International Baccalaureate (IB) program serves diverse student and family population

Student Learning

Student Learning Summary

Beginning in the 2021-2022 school year, the focus for all grade levels at Borman Elementary was a year's growth or more in reading. Monitoring this progress accurately requires multiple factors:

- Accurate Pre-Assessment
- Multiple sources of data to triangulate information
- Check points to provide formative assessment of progress
- Tools to determine what next instructional steps to take with specific assessment information
- Callibrated guidance for teachers to set and measure goals

These are sources of data used by Borman Elementary staff:

- ELI/SELI data
- ISIP
- Imagine Learning Assessments
- Units of Study Reading Assessments
- Running Records
- DRA Assessments
- Locally developed Common Assessments
- Reading Level progressions
- STAAR data
- Attendance

74% of students made a year or more growth in regards to reading. Students that did not make a year's growth had difficulty in the area of attendance. Low attendance percentage had a direct correlation with low STAAR performance, and lack of reading progress.

Borman Data Binder: <https://docs.google.com/spreadsheets/d/1317rEKyD2gOvGJ6i9mL2pqfypvNdhmjOqu3tlkJOVdI/edit?usp=sharing>

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students not making a year's or more growth in reading. **Root Cause:** Poor attendance and lack of parent support, stability, and economic success.

School Processes & Programs

School Processes & Programs Summary

Areas of Focus for Borman Elementary:

Instruction and Curriculum:

- IB
- Bilingual Education
- Special Education
- Assessment for Learning PD
- PLC
- Attendace

Personnel, Organizational, Administrative:

- Retaining high quality staff
- Recruitment of experienced, high quality staff
- Borman Marigold Mentor Program for 1st year and new to Borman staff

Perceptions

Perceptions Summary

Borman Elementary culture is being built on a foundation of mutual trust, with these necessary facets:

- Benevolence, Caring, Good Will
- Honesty
- Openness
- Reliability
- Competence

Staff are surveyed to determine common values and beliefs. The following statements emerge as common values and beliefs:

We believe that all children deserve our best.

We believe all children are capable of learning at high levels.

We believe that we are best able to teach when our approach is collaborative.

We value staff and student agency.

We value partnership with parents and our community.

We Are In This Together!

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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

- 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
- 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
- Equity 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

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

Guiding Outcomes

Guiding Outcome 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: Every student at Borman Elementary will make a year or more growth in their reading, as evidenced by comparison of BOY, MOY, and EOY data sources.

Evaluation Data Sources: District Literacy Assessment

Istation ISIP

Imagine Learning Assessments

Units of Study Reading Assessments

Running Records

DRA Assessments

Locally developed Common Assessments

Reading Level progressions

STAAR data

TxKea

TPRI





CLI Engage

TejasLee

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.) What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it?</p> <p>Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.</p> <p>Strategy's Expected Result/Impact: Every student at Borman Elementary will make a year or more growth in their reading, as evidenced by comparison of BOY, MOY, and EOY data sources. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff, Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Early Grades Instructional Coach hired to support Pre K - 2nd grade teachers: Highly qualified, experienced early grades specialist will provide on-going support, professional guidance, planning assistance, modeling, learning partnership, etc. to classroom teachers in Pre K - 2nd Grade.</p> <p>Strategy's Expected Result/Impact: Teachers will receive support enabling them to grow professionally in positively impacting students' early literacy and problem solving skills.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Salary for Early Grades Instructional Coach - Title I, Part A - \$60,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, TEA Reading Academy, and Educational Leave time will be devoted to supporting staff in their professional learning.</p> <p>Strategy's Expected Result/Impact: Teachers will continuously add to their knowledge and experience, resulting in positive impact on students' literacy and problem solving progress.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Ed Leave Days; Professional Development Trainings; Professional Books and resources - Title I, Part A - \$6,750</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.</p> <p>Strategy's Expected Result/Impact: Effective teachers designing learning aligned to IB standards, TEKS, and prioritizing curriculum based on student academic needs.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Investment in High Quality Curriculum and Assessment Resources: Classroom libraries will be expanded; DRA kits; needed classroom resources for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Supplying teachers with the classroom resources they need will provide opportunity for high levels of learning progress in students.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, School Secretary</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Intervention and Enrichment: TIER Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom. Students who qualify under HB4545 will receive 30 hours of documented intervention.</p> <p>Strategy's Expected Result/Impact: Individualized support for every learner to progress steadily in literacy development and problem solving.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Support Staff; Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Strategy 7</p> <p>Intervention Dedicated to HB4545 Requirements</p> <p>Strategy's Expected Result/Impact: All students in 4th and 5th grades will receive 30 hours of targeted intervention for every content area in which they did not score Approaches on the 2022 Reading STAAR test. All 3rd grade students will receive 30 hours of targeted intervention for specific skills if unsuccessful on the pre-assessment for reading.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Support Staff; Administrators; ESSR Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 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: Math Goal:

By the end of 2nd grade, all students will be on level in regards to Addition and Subtraction for the Primary Numeracy Assessment. By the end of 5th grade, all students will be on level in regards to multiplication and division Multiplicative Thinking Assessment.

HB3 Guiding Outcome

Evaluation Data Sources: Primary Numeracy Assessment (K-2)

Multiplicative Thinking Assessment (3-5)

Bridges Intervention Curriculum





Locally developed Common Assessments

Imagine Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.) What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it?</p> <p>Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.</p> <p>Strategy's Expected Result/Impact: Every student at Borman Elementary will leave 2nd grade having mastered addition and subtraction as evidenced by the Primary Numeracy Assessment (PNA). Every student at Borman Elementary will leave 5th grade having mastered multiplication and division as evidenced by the Multiplicative Thinking Assessment (MTA). Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff, Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, and Educational Leave time will be devoted to supporting staff in their professional learning.</p> <p>Strategy's Expected Result/Impact: Teachers will continuously add to their knowledge and experience, resulting in positive impact on students' math fluency, and problem solving progress.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Ed Leave Days; Professional Development Trainings; Professional Books and resources - Title I, Part A - \$6,750</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.</p> <p>Strategy's Expected Result/Impact: Effective teachers designing learning aligned to IB standards, TEKS, and prioritizing curriculum based on student academic needs.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Investment in High Quality Curriculum and Assessment Resources: Number Corner; Math Fluency Kits; needed classroom resources for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Supplying teachers with the classroom resources they need will provide opportunity for high levels of learning progress in students.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, School Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Intervention and Enrichment: TIER Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom. Students who qualify under HB4545 will receive 30 hours of documented intervention.</p> <p>Strategy's Expected Result/Impact: Individualized support for every learner to progress steadily in math fluency development and problem solving.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Support Staff; Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Strategy 7</p> <p>Intervention Dedicated to HB4545 Requirements</p> <p>Strategy's Expected Result/Impact: All students in 4th and 5th grades will receive 30 hours of targeted intervention for every content area in which they did not score Approaches on the 2022 Math STAAR test. All 3rd grade students will receive 30 hours of targeted intervention for specific skills if unsuccessful on the pre-assessment for reading.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Support Staff; Administrators; ESSR Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: Borman Elementary students and staff will increase knowledge and skill in the use of conflict resolution strategies. Evidence of progress will be measured by monitoring data, including attendance, office referrals and outcomes (orange dot visits), Rhithm student data, and feedback from students, parents, and teachers.

Evaluation Data Sources: Monitoring data, including office referrals and outcomes (orange dot visits), Rhithm student data, and feedback from students, parents, and teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SEL Facilitator: Borman Elementary, in partnership with Denton ISD Counseling Services, will provide a counselor with specific expertise in Social Emotional Learning practices and resources. The SEL Facilitator will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.</p> <p>Strategy's Expected Result/Impact: We will achieve our goal by doing the following: Train and provide ongoing support for teachers and school staff regarding steps for conflict resolution and use of restorative circles. Teach students conflict resolution skills via morning meeting lessons and guidance curriculum. Implement peace places throughout the campus for structured practice of conflict resolution skills. Implement CHAMPS strategies to provide structure and routine in community spaces.</p> <p>Staff Responsible for Monitoring: SEL Facilitator; Administrators; Counselor; CIS Coordinator, CIS After-School Coordinator; IB Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: SEL Facilitator - Title I, Part A - \$15,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Rhithm App: Monday, Wednesday, and Friday use of app in classrooms as "check-ins" to determine student affect at points during the day. Zones of Regulation will be monitored as "red, green, yellow, and blue". This feedback can be used immediately by the teacher in order to monitor needs, and it can be used as longitudinal data to identify and address trends.</p> <p>Strategy's Expected Result/Impact: Information immediate to teachers and students regarding affect, engagement, learning readiness, and technology.</p> <p>Staff Responsible for Monitoring: Teachers; Counselor; CIS Coordinator; SEL Counselor; Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, baby-doll circle time, activities, and specific questions for circle discussion will be provided to every classroom teacher. Professional development on implementation of the SEL curriculum will be provided once a month during a Vertical SEL PLC.</p> <p>Strategy's Expected Result/Impact: Over time, these lessons will build capacity within our staff and students to regulate emotion, understand themselves and each other in more meaningful ways, and to respond to situations in healthy, reasonable ways.</p> <p>Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; Teachers; Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Resources Needed - Title I, Part A - \$60,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SEL Response Team: An SEL Response Team and back up staff member will be made available to every teacher for the ability to respond when a need arises within the classroom. These professionals with expertise in de-escalation, trauma informed response, and restorative practices will provide in the moment support for the student, teacher, or class, depending on the immediate need.</p> <p>Strategy's Expected Result/Impact: Teachers and students have support for emotional regulation throughout the school day. Supervised, planned attention can be given without delay and based on urgency, resulting in a calmer, safer, more productive school environment.</p> <p>Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; CIS After-School Coordinator; Administrators; Teachers; Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: School Clubs All students in grades Kindergarten - 5th Grade will have the opportunity to participate in an extra-curricular club opportunity.</p> <p>Strategy's Expected Result/Impact: Student agency, leadership skill, highlighting unique interests and cooperative practices will be fostered through participation in clubs.</p> <p>Staff Responsible for Monitoring: CIS Coordinators; Teacher Volunteers; Administrators; TAMS Students, CIS Mentors, Robson Ranch Mentors, and High School Mentors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Crisis Prevention Institute (CPI) Training All special education staff members and SEL Response team members will be trained according to CPI.</p> <p>Strategy's Expected Result/Impact: Individuals will be able to properly help students de-escalate and be able to continue learning in the classroom environment..</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
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State Compensatory

Budget for Borman Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Borman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carmen Colon	DLL Teacher	1
Claire Biggs	Reading Recovery Teacher	1
Kristin Cullen	Math Intervention Specialist	1
Sarah Renteria	Reading Intervention Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Davis	Pre K-2 Instructional Coach	Pre K - 2 Instruction	1.0
Meggan Havelka	SEL Coach	Social Emotional Learning/Counseling	.33

Campus Funding Summary

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salary for Early Grades Instructional Coach		\$60,000.00
1	1	3	Ed Leave Days; Professional Development Trainings; Professional Books and resources		\$6,750.00
1	1	5			\$5,000.00
1	2	2	Ed Leave Days; Professional Development Trainings; Professional Books and resources		\$6,750.00
1	2	4			\$5,000.00
2	1	1	SEL Facilitator		\$15,000.00
2	1	3	Resources Needed		\$60,000.00
Sub-Total					\$158,500.00

Denton Independent School District
Evers Park Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Evers Park Elementary is empowering a community of engaged and inspired learners.

Vision

We will unite with a common purpose based on clear goals and work collaboratively to ensure maximum student success.

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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Guiding Outcome 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	27
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Evers Park is enriched by our highly diverse student population. It includes 45 % Hispanic, 30% White, 20% African American, and 5% Other. It is a neighborhood school nestled in a community that is just as diverse, surrounded by homes and the Evers Park ballpark fields. Our enrollment has held steady for the previous 4 years at about 590-570 students. At 36 years old, Evers is one of the original schools that is part of the Heart of Denton and is in close proximity to two universities, University of North Texas and Texas Woman's University.

Enrollment Comparison:

2021-2022 - 572

2020-2021 - 569

2019-2020 - 586

2018-2019 - 576

2017-2018 - 577

Evers Park is a one-way dual language school that also houses a variety of other special programs that include EXPO (Gifted and Talented), Dyslexia, Special Education

Special Program Demographics:

ELL - 25%

SPED - 12%

EXPO - 6%

Dyslexia - 4%

Section 504 - 7%

Additionally, Evers Park serves 39 (4%) students who are identified as homeless. 73% of the student population qualify for free or reduced lunch.

Evers provides an excellent education to students who are identified as at risk as identified through our Multi Tiered System of Supports (MTSS/RtI). This makes up approximately 29% of the student population.

STAFF QUALITY, RECRUITMENT AND RETENTION

New teachers are currently supported by their team lead. We also have support from campus and district specialists/coaches. New teachers were also required to attend the Beginning

Teacher's Academy.

Teachers have had access to campus specialists and coaches, as well as outside tutor support.

Would like learning labs around specific team/content needs; reference EOY survey results for PD

Demographics Strengths

Addition of more A-Team Tutors to support with enrichment; would like more vertical opportunities to improve instruction/student performance; reducing number of Tier 2 and 3 through Tier 1

Our campus is student-oriented. The campus focus groups are centered around how we can best assess students, how we can analyze data, and how we can utilize data with best practices for instruction in mind. The PLC cycle that was recently implemented on our campus also centers around intervening and providing the best instruction to students. Professional development provides opportunities to do more work with student-centered training or more work for individualized professional development (i.e. leadership roles).

Problem Statements Identifying Demographics Needs

Problem Statement 1: While our enrollment continues to grow, so do our student needs. This makes it a challenge to address all academic and behavioral needs. **Root Cause:** High mobility makes it difficult at time to "get anywhere" with students. Students who are new to Evers have a learning gap. Our support staff is spread thin as the student need increases.

Student Learning

Student Learning Summary

https://docs.google.com/presentation/d/1WI0a6nvDMuGPLx7a9V-FEf0yTCJ9mz0yc1HVjVnoUUE/edit#slide=id.g6f6f69965a_2_5

3rd Grade STAAR Year to Year Comparison

READING

Approaches:

Eng. = +7.17%

Sp. = +17.5%

Meets:

Eng. = +10.63%

Sp. = +10%

Masters:

Eng. = +4.23%

Sp. = -20%

MATH

Approaches:

Eng. = +7.63%

Sp. = no change

Meets:

Eng. = +18.32%

Sp. = no change

Masters:

Eng. = + 11.48%

Sp. = +33.33%

4th Grade STAAR Year to Year Comparison

READING

Approaches:

Eng. = +18.04%

Sp. = +41.82%

Meets:

Eng. = +21.27

Sp. = +40.01%

Masters:

Eng. = +13.36

Sp. = +30.91%

MATH

Approaches:

Eng. = +9.45%

Sp. = +25%

Meets:

Eng. = +10.98%

Sp. = +25%

Masters:

Eng. = +2.33%

Sp. = +12.5%

5th Grade STAAR Year to Year Comparison

READING

Approaches:

Eng = +19.05%

Sp. = -66.67%

Meets:

Eng. = +31.19%

Sp. = -43.33%

Masters:

Eng. = +19.78%

Sp. = -20%

MATH

Approaches:

Eng. = +18.85%

Meets:

Eng.. = +14.49%

Masters:

Eng. = +4.6%

READING ON GRADE LEVEL EOY

K: 63%

1: 65%

2: 58%

3: 54%

4: 63%

5: 53%

Primary Numeracy K-2

K: 67%

1: 55%

2: 44%

(Refer to Addendum)

Student Learning Strengths

88.5% teachers say that they feel comfortable with tracking data in their classrooms

Evers Park has a wealth of resources that teachers can access for instruction.

Students made growth in 32 of 36 performance categories (Reading and Math).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is still a significant number of students at Evers Park Elementary who are not reading on grade level by the end of the year. K: 63% 1: 65% 2: 58% 3: 54% 4: 63% 5: 53% **Root Cause:** There continues to be a lack of consistently moving students to the next level. Students are being kept on the same level for too long. Progress monitoring and goal-setting needs to be honed in on even more than it already is. Teachers need the resources to ensure students are reading high quality, high interest books.

School Processes & Programs

School Processes & Programs Summary

Evers Park has instructional support available to teachers: K-2 Literacy Support (Reading Recovery), K-2 Literacy Support in Spanish (DLL), 3-5 Reading Interventionist, Reading and Math Specialist who serve in intervention for 50% of their day, Bilingual Support teacher, and a coach.

Our school has a strong and well defined PLC structure.

Teachers have a wealth of resources to use.

Teachers have the opportunity to be learners through the use of focus groups (research-based strategies and assessment).

All staff meetings are learning meetings.

Teachers have an opportunity to participate in job embedded training through lab work for reading.

Evers Park has a strong and streamlined MTSS process.

School Processes & Programs Strengths

Evers Park has instructional support available to teachers: K-2 Literacy Support (Reading Recovery), K-2 Literacy Support in Spanish (DLL), 3-5 Reading Interventionist, Reading and Math Specialist who serve in intervention for 50% of their day, Bilingual Support teacher, and a coach.

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All staff meetings are learning meetings.

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Evers Park has a strong and streamlined MTSS process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Evers Park does not have enough job embedded, learning opportunities for teachers. **Root Cause:** Lack of time. Lack of coverage. Teachers feel overwhelmed to take on any more than they are already doing. Lack of resources (ex. to provide coverage).

Perceptions

Perceptions Summary

Evers Park has had a high staff retention for the past 11-15 years. This has allowed teachers to establish roots and have a good and trusting relationship with families.

Counseling Services: student support is a high priority at Evers Park. Our campus has both a school counselor as well as a student assistance counselor.

Evers Park has a shared assistant principal who is able to take care of all special programs.

Our school has had a great increase in the number of parents who are PTA members as well as 100% staff who have joined!

Perceptions Strengths

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Evers Park has a shared assistant principal who is able to take care of all special programs.

Our school has had a great increase in the number of parents who are PTA members as well as 100% staff who have joined!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While there are processes in place, some teachers still do not feel that they are supported with discipline in their classroom. **Root Cause:** Clarity with what is and is not an office referral, deeper understanding of Restorative Practices is needed. Utilizing MTSS process for students who are consistently being a disruption to learning environment.

Guiding Outcomes

Guiding Outcome 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 the end of the 22-23 school year, Evers Park Elementary will show a 10% increase in reading as measured by the overall percent score and each performance category (Approaches, Meets, Masters)

High Priority





Evaluation Data Sources: STAAR Data for Grades 4,5 - TEA Reports

Aware

Campus Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide PLC structure that includes data analysis and instructional practices.</p> <p>Strategy's Expected Result/Impact: We will be able to plan our instruction based on student data Assessments will be developed through team collaboration and will align with instruction and appropriate rigor. Student mastery of essential standards. Strong emphasize on high-yield instructional practices. Alignment of content across grade levels.</p> <p>Staff Responsible for Monitoring: Teacher Leaders Administrators Coaches CIP Progress Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evers Park Guiding Coalition team will work through the process of creating an instructional playbook that includes high-yield, instructional practices (Table of Contents, One-Pager, Checklists)</p> <p>Strategy's Expected Result/Impact: Instructional Practices we begin with will be aligned to our campus priorities (closing the gap, student growth) Campus-Wide alignment of high-yield, go-to, instructional practices.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators CIP Progress Monitoring: Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evers Park will have a group of teachers attend an assessment workshop (Design in Five) where they will learn to create innovative, effective, engaging assessments using a five-phase design protocol.</p> <p>Strategy's Expected Result/Impact: Deepened understanding of assessment alignment. Application of appropriate assessment type based on research.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Workshop Registration Fee - Title I, Part A - \$2,312.50</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All students, K-5, have a designated intervention block where they focus on essential standards.</p> <p>Strategy's Expected Result/Impact: Time is carved out for teachers and support staff to address learning gaps as well as enrichment for students in a time outside of their Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of eligible HB4545 students will be served by May 2023.</p> <p>Strategy's Expected Result/Impact: Students will receive intervention that addresses learning gaps.</p> <p>Staff Responsible for Monitoring: Erin Staniszewski Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All students will assess each Reading essential standard at the end of each essentials cycle.</p> <p>Strategy's Expected Result/Impact: Reduced number of students needing intervention Less students will need MTSS</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Administrators CIP Progress Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Evers Park Elementary will utilize the district 1/2 Day PLC time for team data reviews and/or instructional planning by team or vertically.</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared. Teachers will have uninterrupted time to plan and look at student data. Teachers will have the flexibility to plan vertically.</p> <p>Staff Responsible for Monitoring: Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: Students in grade K-5 will show a minimum of one year's growth in Reading. Success criteria: Each student will have an individualized plan to determine what one year's growth in reading is.

High Priority

Evaluation Data Sources: Reading Levels
Report Card Data
Individualized Student Goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Determine and define what one year's growth is in Reading by unpacking the continuum of Reading levels and the Denton ISD problem-solving rubric.</p> <p>Strategy's Expected Result/Impact: Clarity of what one year's growth is in reading. Knowledgeable on how to move students reading and levels using the learning progressions. Teachers and students will be able to set goals that are specific and measurable.</p> <p>Staff Responsible for Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will develop an individualized plan for each student that reflects one year's growth levels needed by MOY and EOY in Reading (reading level).</p> <p>Strategy's Expected Result/Impact: Students will know where they need to be MOY and EOY based on their individual baseline. Students will be able to set attainable goals that are specific to where they are and where they want to be. Teacher will be able to give specific feedback to students based on these goals. Students will receive credit for progress measure if they are growing more than one year.</p> <p>Staff Responsible for Monitoring: Classroom teachers Tracking Sheets Student Goals Sheets Scorecard</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of students will participate in core Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Students will not miss out on Tier 1 instruction due to supplemental services.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize high yield instructional resources and practices: Units of Study in the areas of Reading, Writing, and Phonics - Look For's List</p> <p>Strategy's Expected Result/Impact: Alignment of resources and practices in K-5. Improved student performance. Fewer students needing Tier 2 and 3.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
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- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: Evers Park will develop a strong instructional leadership team that make decisions about curriculum, assessment, instruction, and professional learning as evidenced by an increase in our capacity building needs assessment.

Evaluation Data Sources: Capacity Building Needs Assessment
 Compass Team Meeting Agendas and Notes
 Instructional Leadership Team Meeting Agendas and Notes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery/DLL teachers through collaborative work.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instructional Practices Attendance Participation in PLCs Increase of teachers accessing instructional support. Increased capacity of ILT members and staff. Mastery of teacher professional goals (impact cycle/instructional support).</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Reading Interventionist 3-5 - Title I, Part A - 2112-11-00-112-24-000-6100 - \$37,160.10, Math Specialist - Title I, Part A - 2112-11-00-112-24-000-6100 - \$35,628.32, Reading Recovery/K-2 Literacy - State Compensatory Education (SCE) - \$70,000, Reading Interventionist 3-5 - State Compensatory Education (SCE) - \$37,160.10, Math Specialist - State Compensatory Education (SCE) - \$35,628.32, Literacy Support K-2/DLL - State Compensatory Education (SCE) - \$70,000, Reading Specialist - State Compensatory Education (SCE) - \$0</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 1: Teaching & Learning

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- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: By the end of the 22-23 school year, Evers Park Elementary will show a 10% increase in math as measured by the overall percent score and each performance category (Approaches, Meets, Masters)





High Priority

Evaluation Data Sources: STAAR Data for Grades 4,5 - TEA Reports
 Aware
 Campus Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide PLC structure that includes data analysis and instructional practices.</p> <p>Strategy's Expected Result/Impact: We will be able to plan our instruction based on student data Assessments will be developed through team collaboration and will align with instruction and appropriate rigor. Student mastery of essential standards. Strong emphasize on high-yield instructional practices. Alignment of content across grade levels.</p> <p>Staff Responsible for Monitoring: Teacher Leaders Administrators Coaches CIP Progress Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evers Park Guiding Coalition team will work through the process of creating an instructional playbook that includes high-yield, instructional practices (Table of Contents, One-Pager, Checklists)</p> <p>Strategy's Expected Result/Impact: Instructional Practices we begin with will be aligned to our campus priorities (closing the gap, student growth) Campus-Wide alignment of high-yield, go-to, instructional practices.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators CIP Progress Monitoring: Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evers Park will have a group of teachers attend an assessment workshop (Design in Five) where they will learn to create innovative, effective, engaging assessments using a five-phase design protocol.</p> <p>Strategy's Expected Result/Impact: Deepened understanding of assessment alignment. Application of appropriate assessment type based on research.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Workshop Registration Fee - Title I, Part A - \$2,312.50</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All students, K-5, have a designated intervention block where they focus on essential standards.</p> <p>Strategy's Expected Result/Impact: Time is carved out for teachers and support staff to address learning gaps as well as enrichment for students in a time outside of their Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of eligible HB4545 students will be served by May 2023.</p> <p>Strategy's Expected Result/Impact: Students will receive intervention that addresses learning gaps.</p> <p>Staff Responsible for Monitoring: Erin Staniszewski Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All students will assess each Math essential standard at the end of each essentials cycle.</p> <p>Strategy's Expected Result/Impact: Reduced number of students needing intervention Less students will need MTSS</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Administrators CIP Progress Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Evers Park Elementary will utilize the district 1/2 Day PLC time for team data reviews and/or instructional planning by team or vertically.</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared. Teachers will have uninterrupted time to plan and look at student data. Teachers will have the flexibility to plan vertically.</p> <p>Staff Responsible for Monitoring: Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 5: Students in grade K-5 will show a minimum of one year's growth in Math. Success criteria: Each student's one year growth in Math will be determined based on the district rubric for problem-solving.

High Priority

Evaluation Data Sources: Math Problem Solving - Report Card Data
Individualized Student Goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Determine and define what one year's growth is in Math by unpacking the Denton ISD problem-solving rubric.</p> <p>Strategy's Expected Result/Impact: Clarity of what one year's growth is in math. Knowledgeable on how to move students math levels using the learning progressions. Teachers and students will be able to set goals that are specific and measurable.</p> <p>Staff Responsible for Monitoring: Compass Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will develop an individualized plan for each student that reflects one year's growth levels needed by MOY and EOY in Math. (problem-solving)</p> <p>Strategy's Expected Result/Impact: Students will know where they need to be MOY and EOY based on their individual baseline. Students will be able to set attainable goals that are specific to where they are and where they want to be. Teacher will be able to give specific feedback to students based on these goals. Students will receive credit for progress measure if they are growing more than one year.</p> <p>Staff Responsible for Monitoring: Classroom teachers Tracking Sheets Student Goals Sheets Scorecard</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of students will participate in core Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Students will not miss out on Tier 1 instruction due to supplemental services.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize high yield instructional resources and practices: Math Workshop - Look For's List</p> <p>Strategy's Expected Result/Impact: Alignment of resources and practices in K-5. Improved student performance. Fewer students needing Tier 2 and 3.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
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Guiding Outcome 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: Evers Park Elementary will foster the social/emotional well-being of all students and staff through the use of high quality, research based emotional regulation programs and school wide practices.





- 80-90% or more of our students will fall in Tier 1 category for behavior
- 5-15 % of our students will require additional support (Tier 2)
- 1-5% of our students will require intensive remediation in universal skills (Tier 3)
- 80-90% of students will participate in enrichment and/or will be involved in an extracurricular activity.

High Priority

Evaluation Data Sources: Student Behavior Tracker (Tier 3 students)
 MTSS Data (Academic and Behavioral)
 Office Referrals
 Counseling Services

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students of concern who are identified as Tier 3, will be tracked on a behavior spreadsheet.</p> <p>Strategy's Expected Result/Impact: Number of students who are considered Tier 3 will make up 1-5% of student population. Students who are Tier 3 will show an improvement over time based on behaviors being tracked.</p> <p>Staff Responsible for Monitoring: Counselors will monitor tracking sheets and counseling services. Admin - MTSS Data, Referrals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Essential Eight: framework of skills taught to all students, school-wide through guidance. Kindness (August-September) Tolerance (October) Gratitude (November) Philanthropy (December) Work Ethic (January) Optimism (February) Courage (March) Leadership (April-May)</p> <p>Strategy's Expected Result/Impact: Students will be equipped with the "soft skills" that are important in creating a well-rounded citizen for their years beyond the classroom walls</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate a PBIS (Positive Behavioral Interventions and Supports) that will recognize and reinforce positive behaviors for students. Caught Being Good coins - - SOAR Store</p> <p>Strategy's Expected Result/Impact: Students will be recognized for things they are doing well.</p> <p>Staff Responsible for Monitoring: All staff responsible for implementing goals.</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Master Schedule includes a daily SEL time where teachers have a morning meeting, circle, or a targeted lesson based on a need.</p> <p>Strategy's Expected Result/Impact: SEL time will allow the teacher to build community within the classroom and create a safe space for students to take risks.</p> <p>Staff Responsible for Monitoring: Admin+, Guiding Coalition</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Evers Park has a student assistance counselor who in collaboration with our school counselor, provides training, lessons/resources and support for Social Emotional Learning practices and resources.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to offer effective, research-based SEL lessons to students.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: SAS Salary - Title I, Part A - 2112-31-00-112-24-000-6100 - \$75,025.44</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: . Culture & Climate





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- * Honor the dedication and professionalism of all staff
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- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: Evers Park will be intentional in their support of teacher progress by providing specific feedback to teachers a minimum of once per quarter.

High Priority

Evaluation Data Sources: Q12 Survey Results for 22-23: Q11:In the last six months, someone at work has talked to me about my progress.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will receive communication about their progress a minimum of one time per 9 weeks.</p> <p>Strategy's Expected Result/Impact: WHAT THIS LOOK LIKE: Walkthrough Teacher Note Email Conversation</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Evers Park Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Evers Park Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Becky Voight	Literacy Support K-2/Reading Recovery	1
Courtney Lopez	Math Specialist	0.5
Enid Ortez	Literacy Support K-2/DLL	1
Janie Phillips	Reading Specialist	1
Lisa Jones	Reading Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cora Goodman	Impact Counselor	Counseling	1.0
Courtney Lopez	Math Specialist	Math	0.5
Lisa Jones	Reading Interventionist	Reading	0.5

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Reading Interventionist 3-5		\$37,160.10
1	3	1	Literacy Support K-2/DLL		\$70,000.00
1	3	1	Math Specialist		\$35,628.32
1	3	1	Reading Specialist		\$0.00
1	3	1	Reading Recovery/K-2 Literacy		\$70,000.00
Sub-Total					\$212,788.42
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Workshop Registration Fee		\$2,312.50
1	3	1	Reading Interventionist 3-5	2112-11-00-112-24-000-6100	\$37,160.10
1	3	1	Math Specialist	2112-11-00-112-24-000-6100	\$35,628.32
1	4	3	Workshop Registration Fee		\$2,312.50
2	1	5	SAS Salary	2112-31-00-112-24-000-6100	\$75,025.44
Sub-Total					\$152,438.86

Texas Education Agency
2022 STAAR Performance
EVERS PARK EL (061901112) - DENTON ISD - DENTON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	287	287	94	-	668	
Approaches GL or Above	210	188	71	-	469	70%
Meets GL or Above	146	94	39	-	279	42%
Masters GL	76	46	22	-	144	22%
Total Percentage Points						134%
Component Score						45

Texas Education Agency
2022 Academic Growth
EVERS PARK EL (061901112) - DENTON ISD - DENTON COUNTY

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	53	0.0	20	10.0	246	246.0	256.0	319	80
Reading / ELA	24	0.0	5	2.5	130	130.0	132.5	159	83
Mathematics	29	0.0	15	7.5	116	116.0	123.5	160	77

Number of Assessments

2020-21		2021-22						Count
		Did Not Meet	Approaches	Meets	Masters			
Both Subjects								319
Both Subjects	Did Not Meet	34	52	0	35	8	7	136
	Approaches	5	0	13	30	35	21	104
	Meets	1		6	7	11	19	44
	Masters	0		0	7		28	35
Reading / ELA								159
Reading / ELA	Did Not Meet	13	23	0	17	5	5	63
	Approaches	1	0	1	10	20	16	48
	Meets	1		4	4	6	12	27
	Masters	0		0	5		16	21
Mathematics								160
Mathematics	Did Not Meet	21	29	0	18	3	2	73
	Approaches	4	0	12	20	15	5	56
	Meets	0		2	3	5	7	17
	Masters	0		0	2		12	14

Texas Education Agency
2022 Closing the Gaps
EVERS PARK EL (061901112) - DENTON ISD - DENTON COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	10	18	56%	30%	16.8
Growth Status	16	16	100%	50%	50.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	4	10	40%	10%	4.0
Closing the Gaps Score					81

Denton Independent School District
Houston Elementary
2022-2023 Campus Improvement Plan



Mission Statement

At Sam Houston we will inspire all students to become confident life-long learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

Vision

Sam Houston commits to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

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

Sam Houston Elementary opened our doors in 1982 and we are excited to celebrate our 40th anniversary this year. As a campus, we strive to achieve academic excellence for all students by ensuring that teachers are equipped with the tools necessary to lead out strong instructional practices in their calssrooms.

Total Number of Students: 487

ADA Percent: 95.39%

Percentage of Active Students & SPED Classification: 15.4%

Percentage of Active Students & EB Classification: 5.0%

Percentage of Asian Students: 9.7%

Percentage of Black or AA Students: 15.0%

Percentage of Hispanic or Latino: 24.4%

Percentage of Two or More Races: 0.4%

Percentage of White: 46.0%

Percentage of Seniors CCMR Complete: 60%

Demographics Strengths

Mrs. Fraser, School Counselor: Social Emotional Learning Expert on campus, group counseling, individual counseling, Coffee with the Counselor, community circles, tratenet agreements, Student Leadership Team

Brittany Forno, Reading Interventionist: We are excited as we have a full time reading interventionist this school year who works with our students who are below grade level in reading and our HB 4545 students. Ms. Forno also pushes into classrooms to support teachers and model lessons for them. Ms. Forno is also a member of our leadership team in which she is an integral part of meeting the needs of our teachers through professional development.

Susan Patrick, Math Interventionist: We are excited to have a full time math interventionist who works with our students who are below grade level in math and our HB 4545 students. Mrs. Patrick also pushes into classrooms to support teachers and model lessons for them. Mrs. Patrick is also a member of our leadership team in which she is an integral part of meeting the needs of our teachers through professional development. Mrs. Patrick is working on getting additional Stem Scopes kits for teachers to ensure they have the resources needed to meet the needs of our students in the classroom.

Brenda Hill, Reading/Math Coach: Sam Houston is grateful to have Mrs. Hill supporting our campus this school year. Mrs. Hill is an asset for our teachers as she models lessons, provides feedback, engages in coaching cycles with our teachers, she is an intergral member of our leadership team as we strive to move our campus forward in our PLC work and Design in 5 work. Mrs. Hill advocates for our teachers and helps to ensure they are equipped with the resources needed to be successful in the classroom. During our 2021-2022 school year, she developed and organized our \$30,000 purchase of UOS shelves for every classroom at Sam Houston. Ms. Forno and Mrs. Hill, worked diligently to get these books in the classroom this year to create robust classroom libraries for our students.

Parent Teacher Association: Sam Houston has an amazing PTA who is always willing to give back to teachers, students and families. Our PTA works tirelessly to ensure our teachers are supported whether is be through treats in their boxes, Sonic drinks, lunch, duty coverage, free spirit shirts in August, room parents, etc. Our PTA also provides fun experiences and learning opportunities for our students through fundraisers, spirit nights, campus wide competitions, Field Day, Fall Carnival, Adventure Dash Fun Run, STEM night, EXCITE gymastics for PE, etc.

Campus Committees: Science Committee will meet 4 times this school year to ensure we are meeting the needs of our students and supporting our teachers. Our Science committee will also be hosting STEM night in March 2023. Literacy Committee will meet 4 times this school year to ensure we are meeting the needs of students and teachers. Our Literacy Committee will host a literacy night this school year in which we are excited to bring back to SH. Math Committee will meet 4 times this school year to ensure we are meeting the needs of students and teachers. Our Math Committee will host a math night this school year in which we are excited to bring back to SH. Sunshine Committee will meet 4 times this school to ensure the SEL needs of our teachers are being met, focus on our campus culture, organize campus events, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of our underachieving student population students both academically and socially/emotionally. (AA population) **Root Cause:** Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Student Learning

Student Learning Summary

Kindergarten

Subject	2020-2021	2021-2022	2022-2023
Reading	48%	56%	
Math	56%	86%	

1st Grade

Subject	2020-2021	2021-2022	2022-2023
Reading	58%	56%	
Math	45%	42%	

2nd Grade

Subject	2020-2021	2021-2022	2022-2023
Reading	65%	64%	
Math	48%	36%	

3rd Grade STAAR

Subject	2020-2021	2021-2022	2022-2023
Reading	76%	86%	

Reading	70%	80%
Math	72%	80%

4th Grade STAAR

Subject	2020-2021	2021-2022	2022-2023
Reading	68%	89%	
Math	73%	80%	

5th Grade STAAR

Subject	2020-2021	2021-2022	2022-2023
Reading	82%	90%	
Math	87%	90%	
Science	65%	71%	

Student Learning Strengths

Based on data, Sam Houston has strengths in the areas of Math, ELAR, and Science. As a campus, we improved significantly in 3rd-5th grades based on STAAR results. One of our goals was to ensure that every child made progress this school year in which we met that goal by receiving a designated distinction in the areas of academic growth and closing the gaps.

Based on data, over half of our students were reading on grade level at the end of the 2021-2022 school year. Our campus and DHS Zone goal is to increase in reading and math by 5% in 2022-2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on data from 21-22, our focus will be on math in kindergarten-2nd grade by providing early intervention and Tier 1 instruction. **Root Cause:** COVID Transient students Connected learning students lack of resources professional development

Problem Statement 2: There is a need for additional resources and materials for teachers to ensure they are equipped with the tools necessary to ensure students are successful. **Root Cause:** lack of on campus material and resources

Problem Statement 3: Based on data from 21-22, our focus will be on math in 3rd-5th through intervention, HB 4545, and Tier 1 instruction. **Root Cause:** COVID Transient students Connected learning students lack of resources professional development

School Processes & Programs

School Processes & Programs Summary

- Full time math interventionist to provide student interventions, professional development, staff support
- Full time reading interventionist to provide student interventions, professional development, staff support
- Units of Study
- Workshop Reboot 2022-2023
- Vertical and T-TESS Collaboration groups for teacher support and professional learning
- Professional Learning Communities
- Social Emotional Learning, Essential 8
- Assessment for Learning (AFL)
- Professional Learning Communities (PLC)
- Design in 5
- Teachers Tool Time
- New Teacher Mentors
- Community Circles & Treatment Agreements

School Processes & Programs Strengths

- Full time math interventionist to provide student interventions and supports staff
- Full time Reading interventionist to provide student interventions and supports staff
- Units of Study and workshop
- 1 DMTSS meeting per month
- 3 PLC's per month: grade level collaborations
- Social Emotional Learning
- Rhithm
- Implementation of Assessment for Learning: Learning Strategy 1 & Learning Strategy 2
- A Team Tutors to support HB 4545
- Progress Monitoring tool established k-5
- Design in 5 Guiding Coalition
- Campus Behavior Team
- Social Emotional Learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the needs of our campus, our teachers need appropriate professional development in order to be equipped to support students during Tier 1 instruction and intervention. **Root Cause:** Teachers do not have the resources or professional development needed to support students in the areas of intervention and tier 1 instruction.

Perceptions

Perceptions Summary

- Highly involved and valued PTA
- Variety of student clubs to choose from: Chess Club, Drama Club (year 2), Cooking Club (year 1)
- Student Leadership team (year 2)
- Social Emotional learning (year 2)
- Weekly S'More for Parents & Teachers
- Quarterly newsletters for parents
- Weekly/Daily Communication through Social media
- Implementation of Sunshine Committee
- Food Trucks
- Snacks are provided at PD & PLC's

Staff survey was sent to campus employees last school year requesting feedback regarding areas of strengths and weaknesses. As a campus, our focus group this school year is to connect with our families who we know would love to volunteer and be part of our campus, but for some reason they are hesitant to commit.

Staff engagement survey

Glows

- Q04 Recognition: 3.87
- Q06 Development: 4.26

Grows

- Q02 Materials & Equipment: 3.93
- Q03 Opportunity to do best: 4.19

What is the most important action your supervisor could take to positively impact your engagement?

- Smile More
- Communication
- Focus on my strengths to grow as a leader
-

Perceptions Strengths

- Parent/teacher interaction and support
- Parent Teacher Association
- Student leadership team. Drama Kids, Chess Club
- Social Emotional learning
- Collaborative relationships on campus
- Positive Parent support
- Professional Learning Communities/Design in 5/Assessment for Learning

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only PTA members can be volunteers as Sam Houston. **Root Cause:** Perceptions based on outside conversations within our community.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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)
- 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 PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- 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
- 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
- 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
- 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
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * 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 on our campus
- * Incorporate best practices into teaching, learning, technology and leadership
- * Provide professional development opportunities for teachers
- * Equip teachers with the necessary resources to ensure they meet the needs of students.

Performance Objective 1: 100% of eligible HB 4545 students will be served by May 2023.

HB3 Guiding Outcome

Evaluation Data Sources: Formative/Summative Assessments
 Formal/Informal Observations
 STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of eligible HB 4545 students will be served by May 2023.	Formative		
Strategy's Expected Result/Impact: Increased student performance in the areas of ELAR and math. BOY, MOY, EOY assessments	Dec	Mar	May

Progress monitoring
Common assessments
Formative/Summative Assessments
District checkpoint
STAAR

Staff Responsible for Monitoring: Admin, Counselors, Teachers, Interventionist, C&I, A Team tutors

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Funding Sources: A-Team Tutors - Title I, Part A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * 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 on our campus
- * Incorporate best practices into teaching, learning, technology and leadership
- * Provide professional development opportunities for teachers
- * Equip teachers with the necessary resources to ensure they meet the needs of students.





Performance Objective 2: All students in grades K - 5 will make one years academic growth in math from August 2022 to May 2023.

HB3 Guiding Outcome

Evaluation Data Sources: Primary Numeracy Assessments (PNA)

- Imagine Math
- Math STEMscopes
- BOY, MOY, EOY Assessments
- District assessments
- Common Assessments
- Formative/Summative Assessments
- STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Based on data, our math interventionist will work with students who are below grade level in small groups to support their academic learning needs.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth on their specific math learning needs.</p> <p>Staff Responsible for Monitoring: Math Interventionist Teacher Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Math Interventionist will co-teach and plan with K - 5 teachers to strengthen K-5 math instruction and learning.</p> <p>Strategy's Expected Result/Impact: Students will show growth on their specific math learning needs.</p> <p>Staff Responsible for Monitoring: Math Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Mrs. Hill, our district coach, will collaborate with teachers to help implement STEMScopes, plan intentional math lessons and support the implementation of best practices in order to enhance instruction, increase rigor, and provide learning opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Classroom teacher instructional practices will strengthen as a result of modeling and collaborative learning.</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Sam Houston will have a 5% increase math in all grade levels.</p> <p>Strategy's Expected Result/Impact: improved math scores across the campus</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * 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 on our campus
- * Incorporate best practices into teaching, learning, technology and leadership
- * Provide professional development opportunities for teachers
- * Equip teachers with the necessary resources to ensure they meet the needs of students.

Performance Objective 3: All students in grades K - 5 will make one years academic growth in reading from August 2022 to May 2023.





HB3 Guiding Outcome

Evaluation Data Sources: TX-Kea

- TPRI
- Istation
- DRA
- LLI Kit
- District Assessments
- Common Assessments
- Formative/Summative Assessments
- STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Based on data, our reading interventionist, will work with our 3rd- 5th grade students in small groups to ensure academic growth and close gaps.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth on their specific reading learning needs.</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Administration, Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - At-Risk (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mrs. Hill, our district coach, will collaborate with teachers to help implement Units of Study, plan intentional ELAR lessons and support the implementation of best practices in order to enhance instruction, increase rigor, and provide learning opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Students will show growth academically and in their confidence.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All teachers will attend ELAR professional development opportunities to ensure instructional practices are aligned to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: each student will make progress towards their reading goal.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Sam Houston will have a 5% increase reading in all grade levels.</p> <p>Strategy's Expected Result/Impact: improvement in reading scores across the campus</p> <p>Staff Responsible for Monitoring: Administration Grade Levels Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Classroom teachers will be trained and equipped with the resources needs to impact academic growth in all students.</p> <p>Strategy's Expected Result/Impact: student progress</p> <p>Staff Responsible for Monitoring: Administration Grade level teacher Reading Interventionist Math Interventionist Campus Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





- * 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 on our campus
- * Incorporate best practices into teaching, learning, technology and leadership
- * Provide professional development opportunities for teachers
- * Equip teachers with the necessary resources to ensure they meet the needs of students.

Performance Objective 4: Sam Houston teachers will close the gaps of our students who are served through special education to ensure our students are learning needs are being met.

High Priority

Evaluation Data Sources: IEP's

- Dyslexia
- ESL
- District Assessments
- Campus Assessments
- STAAR
- Formal/Informal Observation
- Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that special education teachers attend professional development opportunities provided by the campus and district.</p> <p>Strategy's Expected Result/Impact: Students who are served through special education will achieve academic growth and close the gaps.</p> <p>Staff Responsible for Monitoring: Administration Special Education Teachers Grade level teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * 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 on our campus
- * Incorporate best practices into teaching, learning, technology and leadership
- * Provide professional development opportunities for teachers
- * Equip teachers with the necessary resources to ensure they meet the needs of students.

Performance Objective 5: Sam Houston teachers will close the gaps of our underachieving students to ensure their learning needs are being met. (AA population)

High Priority

Evaluation Data Sources: IEP's, 504's

- Discipline
- District Assessments
- Campus Assessments
- STAAR
- Formal/Informal Observation
- Interim Assessments
- Dyslexia
- ESL

Strategy 1 Details	Formative Reviews		
Strategy 1: Interventionists and teachers will identify specific students and meet with all stakeholders involved in students learning and create a educational road map for success.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: academic growth			

closing the gaps

Staff Responsible for Monitoring: Administration

Leadership Team

Grade level teachers

All Stakeholders

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * 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 on our campus
- * Incorporate best practices into teaching, learning, technology and leadership
- * Provide professional development opportunities for teachers
- * Equip teachers with the necessary resources to ensure they meet the needs of students.

Performance Objective 6: Teachers will participate in PLC's throughout the school year while embedding Design in 5 and AFL practices into their instruction.

Evaluation Data Sources: Leadership Team
 Design in 5 Guiding Coalition
 Administration

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Design in 5 guiding coalition will participate in our DHS Zone professional development and campus professional development to learn strategies to support their team and our campus.</p> <p>Strategy's Expected Result/Impact: Ability clearly identify essential standards, progress monitor the essentials standards, intervene when students do not learn them</p> <p>Staff Responsible for Monitoring: Design in 5 guiding coalition Leadership team Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: Culture, Climate, & Social Emotional Learning





In the pursuit of excellence, we will:

- *Create a positive learning environment for all students and staff.
- *Celebrate!!!
- *Create a culture that is centered around student learning
- *Social/Emotional Learning professional development

Performance Objective 1: All teachers will implement community circles & treatment agreements in the classroom.

HB3 Guiding Outcome

Evaluation Data Sources: Observation
Counselor
Administration

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide social/emotional training for all teachers from the district and on campus. Strategy's Expected Result/Impact: students will be equipped with tools to support overall social/emotional learning. Staff Responsible for Monitoring: Admin Counselor</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 2: Culture, Climate, & Social Emotional Learning

In the pursuit of excellence, we will:

- *Create a positive learning environment for all students and staff.
- *Celebrate!!!
- *Create a culture that is centered around student learning
- *Social/Emotional Learning professional development

Performance Objective 2: Provide SEL professional development opportunities for all teachers on campus and from our counseling department.

HB3 Guiding Outcome

Evaluation Data Sources: Administration

Counselor

District Counseling Resources

State Compensatory

Budget for Houston Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

--

Personnel for Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist	0.5
Brittany Forno	Reading Interventionist	0.5
Susan Patrick	Math Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist		.5
Brittany Forno	Reading Interventionist		.5
Susan Patrick	Math Interventionist		.5

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$30,000.00
Sub-Total					\$30,000.00
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$60,000.00
1	2	2			\$60,000.00
Sub-Total					\$120,000.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	A-Team Tutors		\$0.00
1	2	1			\$37,057.00
1	2	2			\$37,057.00
Sub-Total					\$74,114.00

Denton Independent School District
Newton Rayzor
2022-2023 Campus Improvement Plan



Mission Statement

Newton Rayzor Mission:

We will empower all learners to be self-motivated, internationally minded participants in a global society.

IB Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

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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Guiding Outcome 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	32
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We have noticed many more new behaviors that interrupt learning.

PLC work has been beneficial, and we need to continue this with more training and practice.

Creating common assessments is important work moving forward.

We need to keep aligning our standards to our IB standards and instruction.

We will make opportunities for families to be connected.

Demographics

Demographics Summary

Demographics

Total # of students At Newton Rayzor Elementary	641				
Hispanic	273	43%	Hispanic Economically Disadvantaged	217	34%
Black	48	.08%	Black Economically Disadvantaged	33	.05%
Asian	19	.03%	Asian Economically Disadvantaged	12	.02%
White	267	.42%	White Economically Disadvantaged	96	.15%
Multiple Races	34	.05%	Multiple Races Economically Disadvantaged	18	.03%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our current data shows minimal growth in Math as assessed through STAAR. This is true especially with the subgroups of English Language Learners, the Economically Disadvantaged students and our Hispanic population. **Root Cause:** After meeting with the CLT, we believe that we need to focus on more support for bilingual teachers in the areas of: instructional coaching, intervention resources and time to plan and apply the Tier 1 resources to the needs of the students.

Student Learning

Student Learning Summary

School Report Card:

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.

	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	2021	67%	69%	51%	30%	35%	68%	-	96%	-	53%	37%
	2019	78%	81%	79%	65%	62%	91%	*	89%	-	100%	67%
ELA/Reading	2021	68%	71%	57%	29%	41%	75%	-	100%	-	50%	44%
	2019	75%	78%	80%	70%	61%	93%	*	93%	-	*	70%
Mathematics	2021	66%	67%	47%	24%	33%	64%	-	100%	-	33%	34%
	2019	82%	85%	82%	74%	68%	91%	*	87%	-	*	71%
Writing	2021	58%	61%	40%	40%	22%	50%	-	*	-	80%	28%
	2019	68%	74%	69%	50%	47%	88%	-	*	-	-	53%
Science	2021	71%	71%	58%	*	39%	70%	-	*	-	-	38%
	2019	81%	84%	77%	38%	68%	89%	*	80%	-	*	60%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	42%	27%	7%	12%	42%	-	63%	-	29%	13%
	2019	50%	54%	49%	32%	32%	63%	*	58%	-	100%	34%
ELA/Reading	2021	45%	46%	33%	12%	18%	49%	-	75%	-	50%	17%
	2019	48%	52%	48%	35%	31%	61%	*	53%	-	*	31%
Mathematics	2021	37%	37%	22%	0%	10%	35%	-	75%	-	17%	11%
	2019	52%	55%	53%	35%	35%	68%	*	67%	-	*	40%
Writing	2021	30%	32%	22%	20%	8%	37%	-	*	-	20%	11%
	2019	38%	44%	39%	38%	18%	54%	-	*	-	-	18%
Science	2021	44%	43%	26%	*	9%	43%	-	*	-	-	10%
	2019	54%	58%	54%	13%	48%	66%	*	40%	-	*	43%

STAAR Performance Table

NEWTON RAYZOR EL || DENTON ISD (061901107) for 2020-21

Academic Year

- 2021-22
- 2020-21
- 2018-19
- 2017-18
- 2016-17

	% Did Not Meet	# Did Not Meet	% Approaches or Above	# Approaches or Above	% Meets or Above	# Meets or Above
Total	49%	320	51%	335	27%	174
ELA / Reading >	43%	107	57%	139	33%	81
Mathematics >	53%	130	47%	117	22%	54
Writing >	60%	49	40%	32	22%	18
Science >	42%	34	58%	47	26%	21

STAAR Performance Table

NEWTON RAYZOR EL || DENTON ISD (061901107) for 2021-22

Academic Year

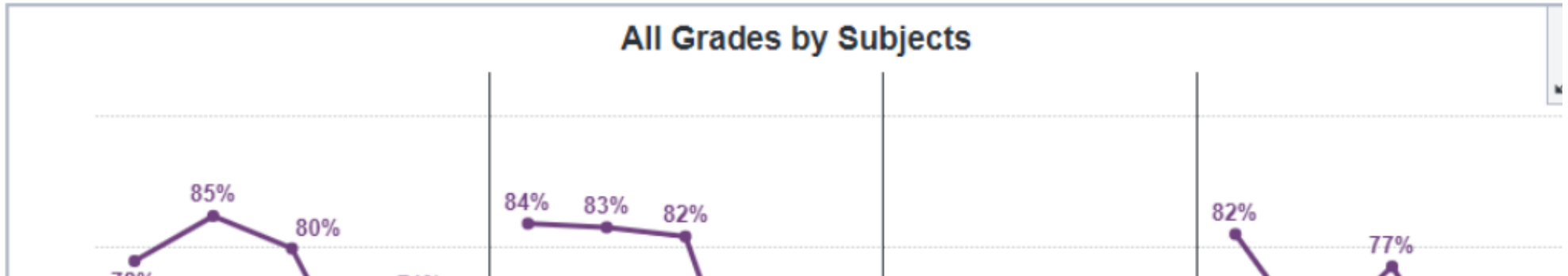
- 2021-22
- 2020-21
- 2018-19
- 2017-18
- 2016-17

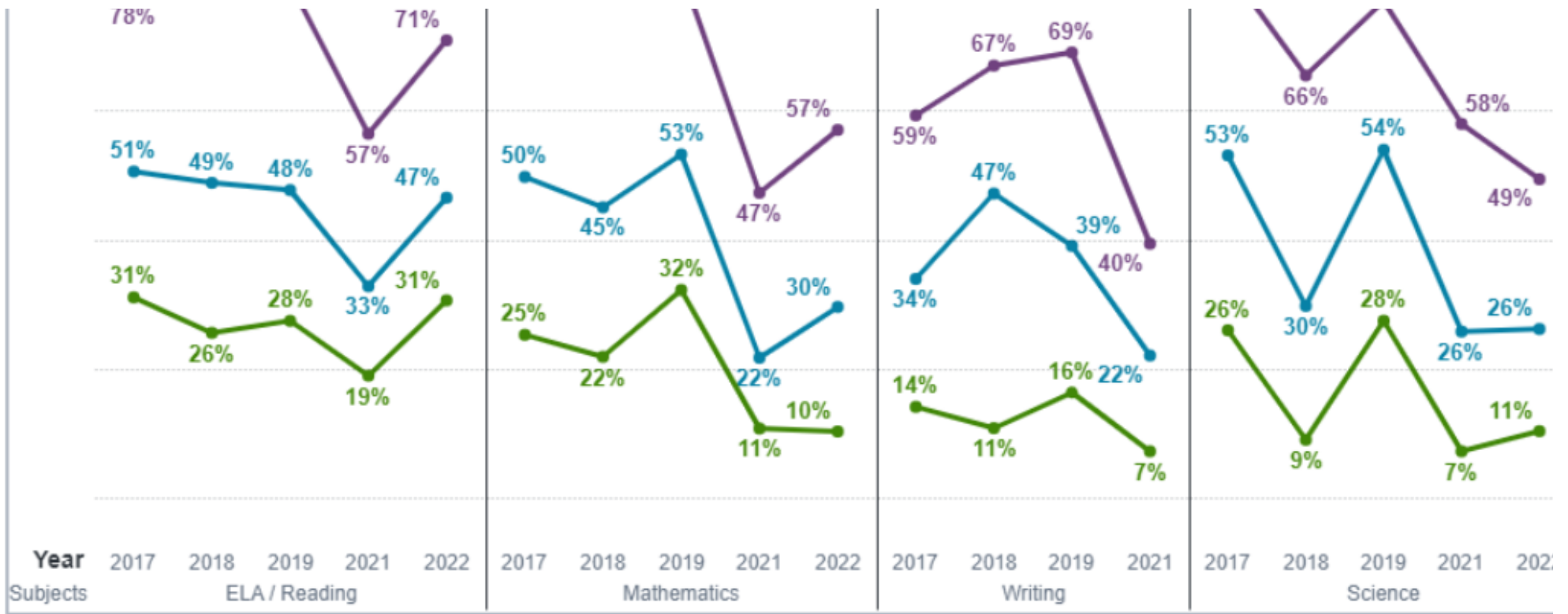
	% Did Not Meet	# Did Not Meet	% Approaches or Above	# Approaches or Above	% Meets or Above	# Meets or Above
Total	38%	261	62%	426	37%	251
ELA / Reading >	29%	86	71%	210	47%	138
Mathematics >	43%	127	57%	169	30%	88
Science >	51%	48	49%	47	26%	25

NEWTON RAYZOR EL || DENTON ISD (061901107)

■ Approaches or Above ■ Meets or Above ■ Masters

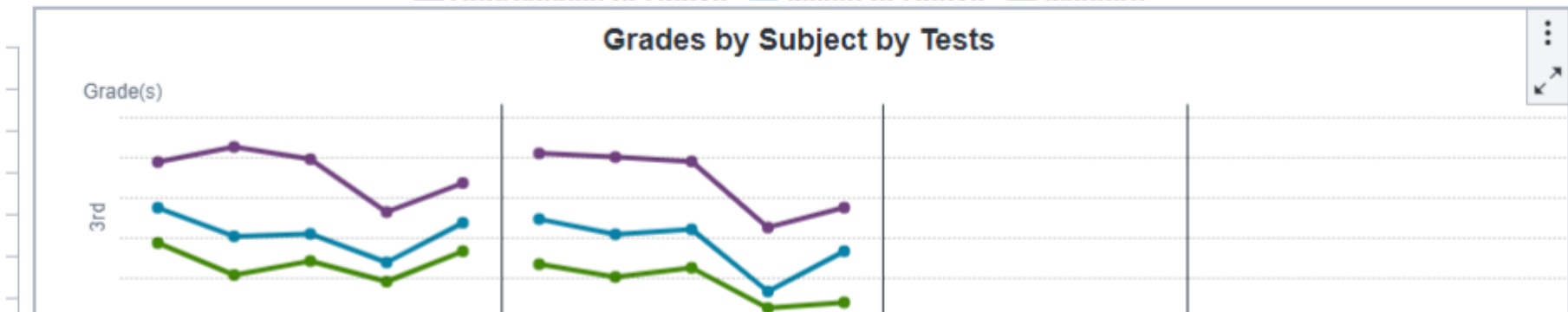
All Grades by Subjects

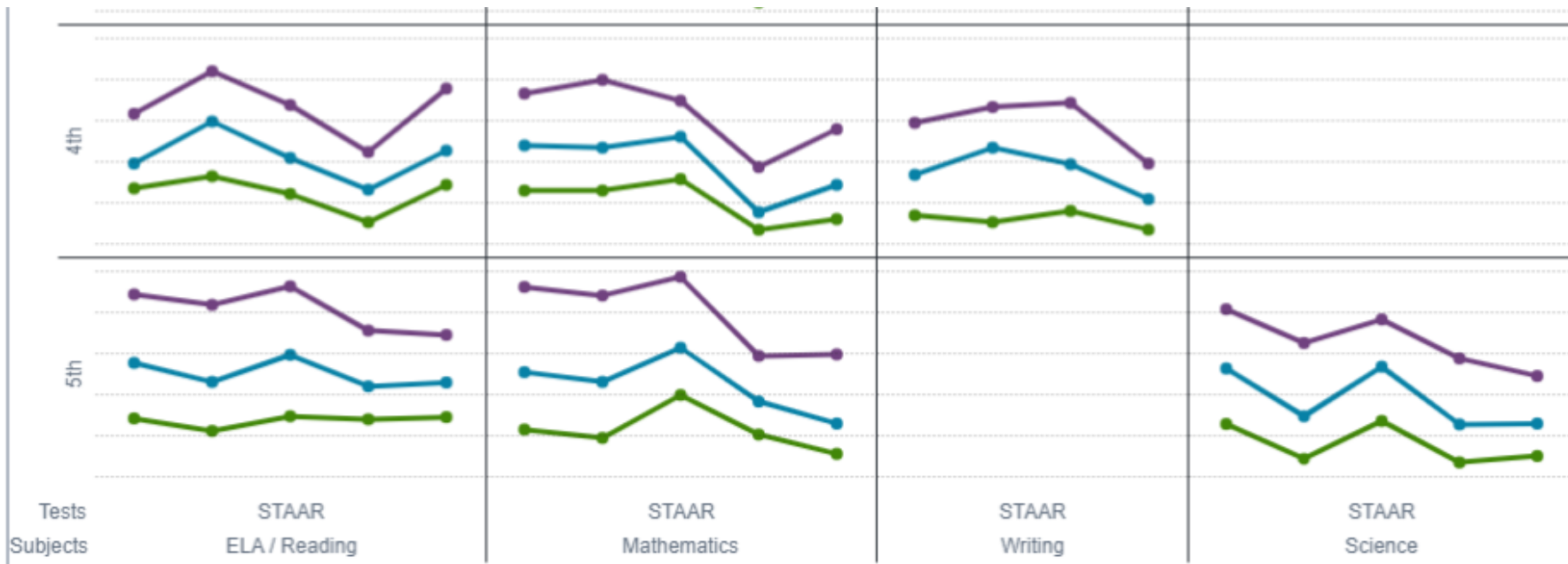




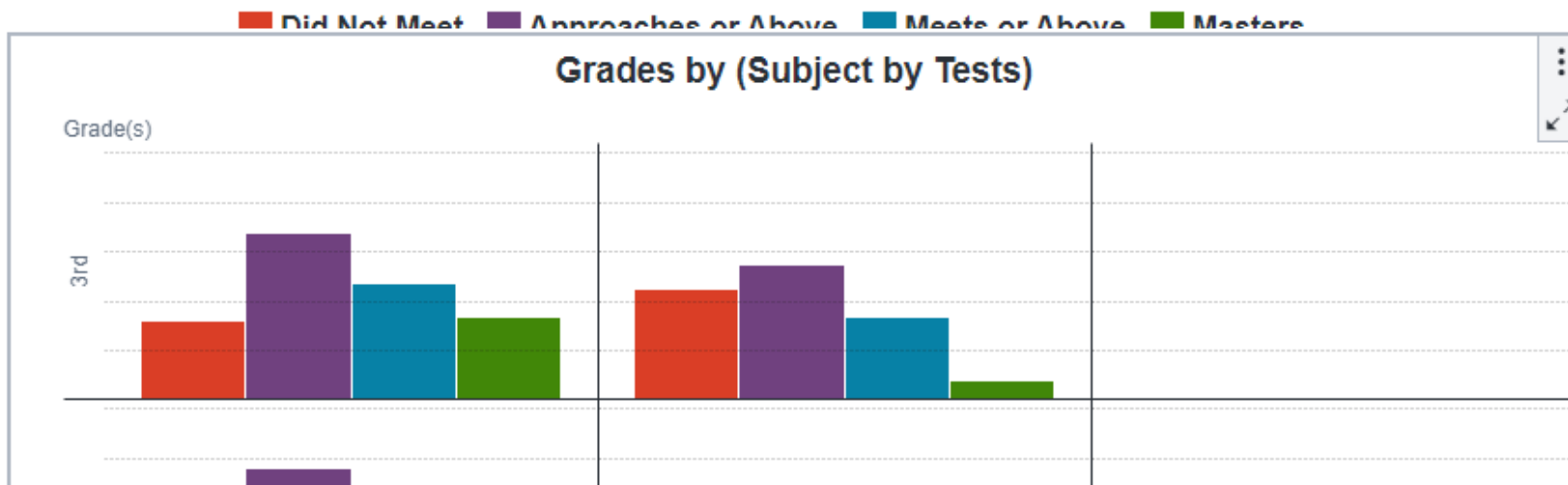
STAAR Performance Trends NEWTON RAYZOR EL || DENTON ISD (061901107)

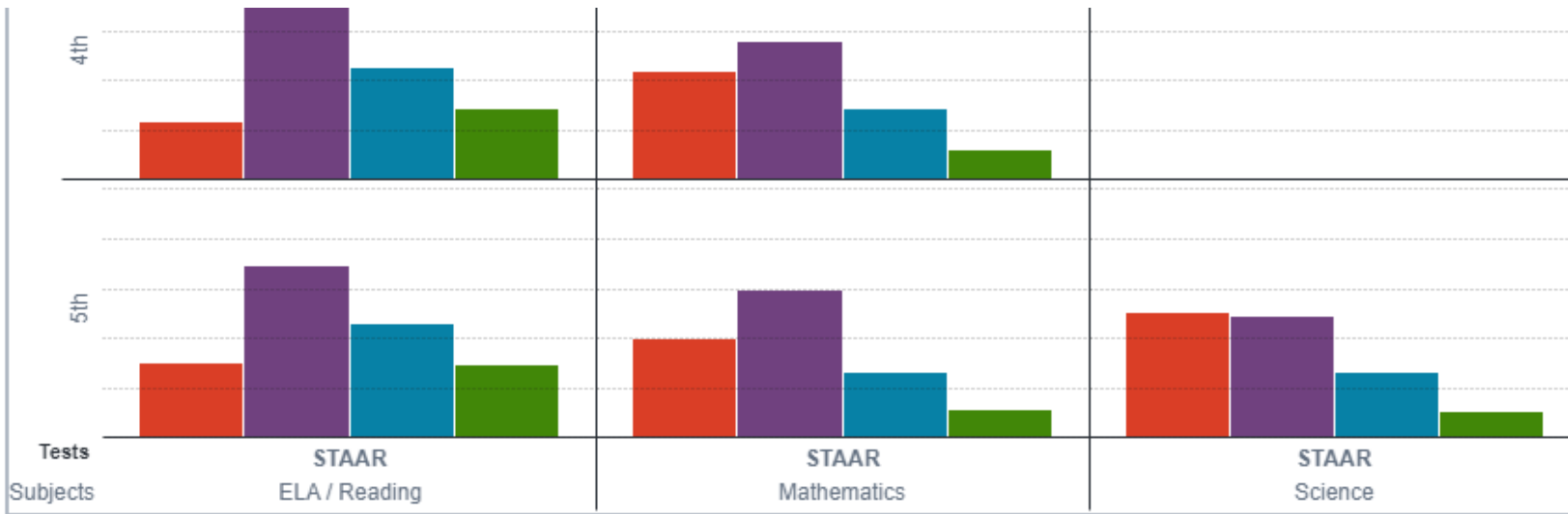
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 ■ Meets or Above
 ■ Masters





STAAR Performance NEWTON RAYZOR EL || DENTON ISD (061901107) for 2021-22

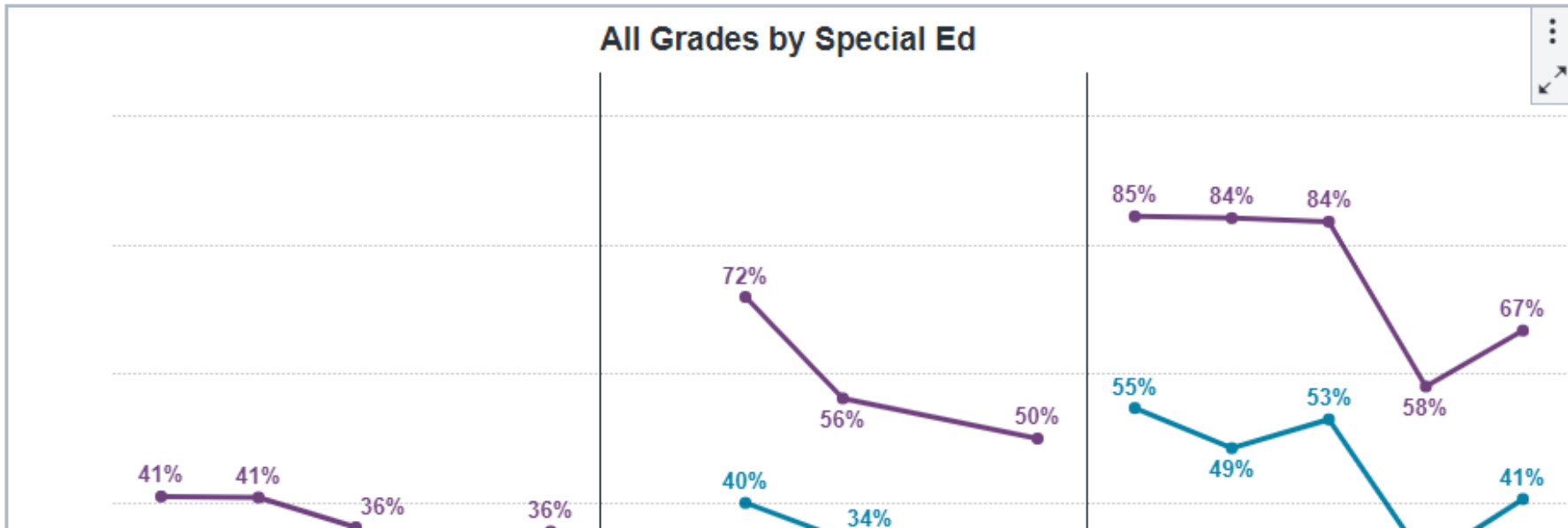


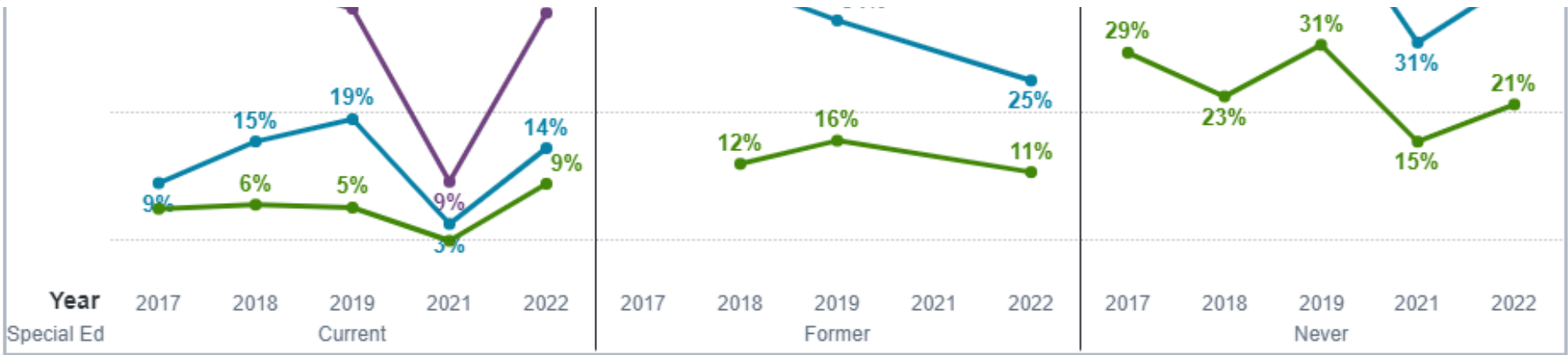


STAAR Performance Trends NEWTON RAYZOR EL || DENTON ISD (061901107)

■ Approaches or Above
 ■ Meets or Above
 ■ Masters

All Grades by Special Ed

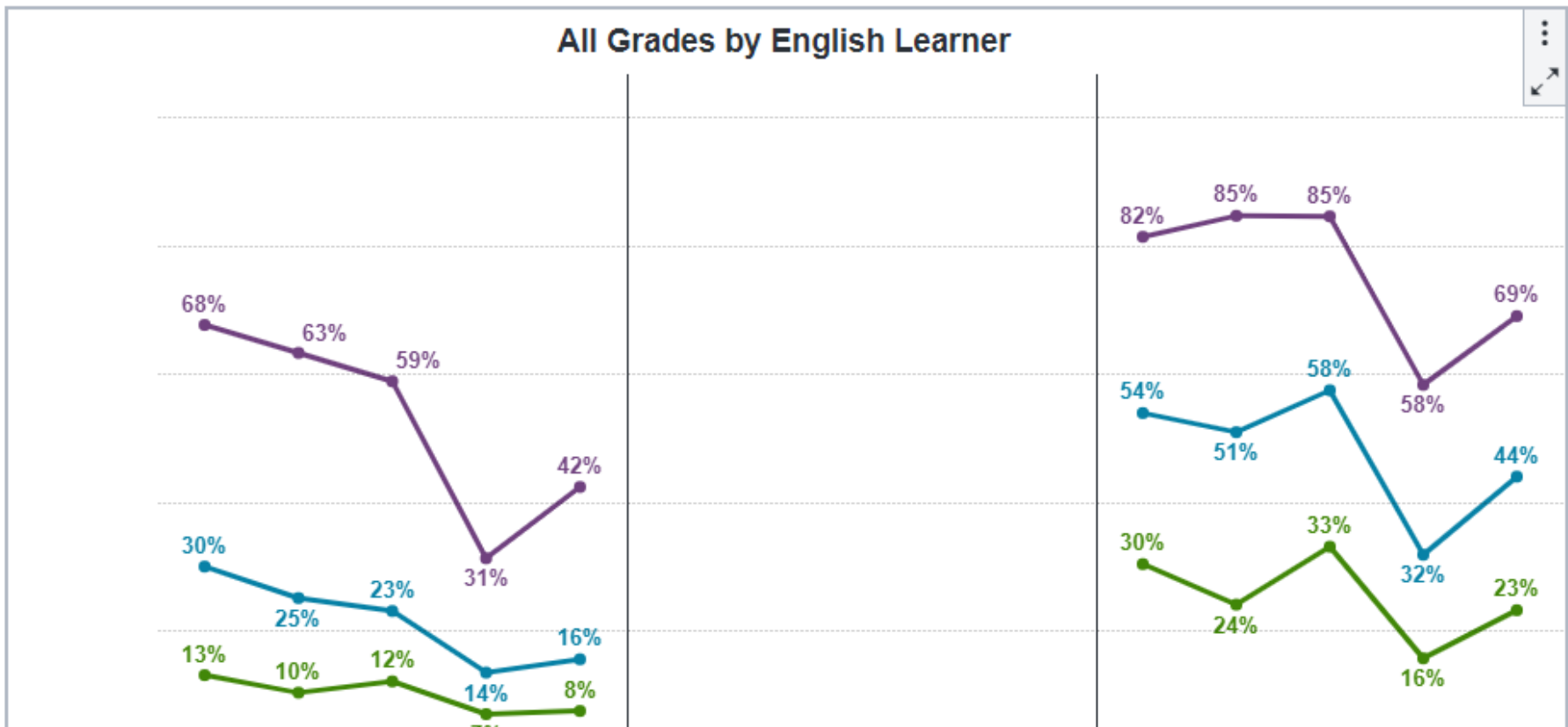




NEWTON RAYZOR EL || DENTON ISD (061901107)

■ Approaches or Above
 ■ Meets or Above
 ■ Masters

All Grades by English Learner

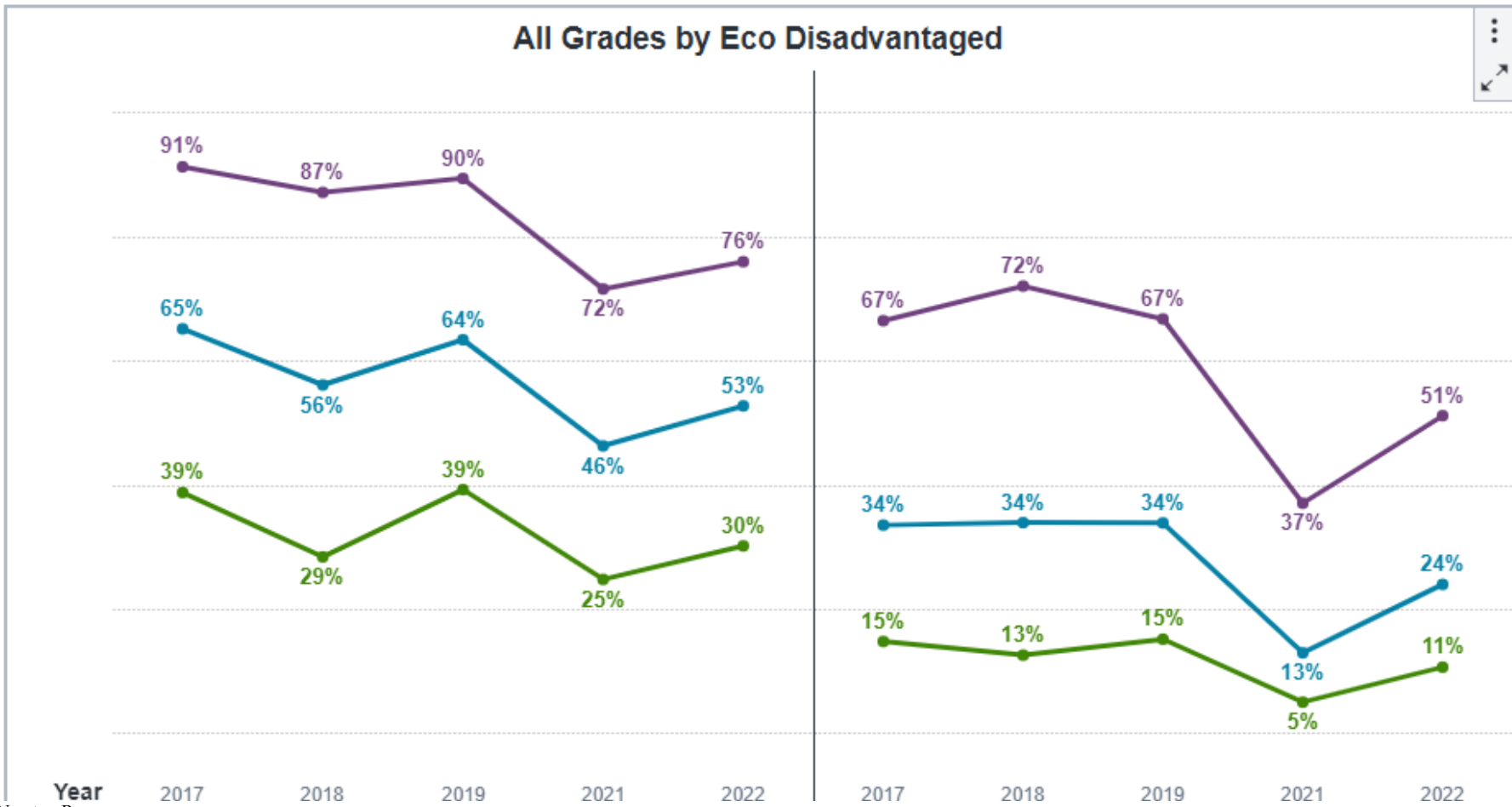


Year	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
English Learner			Current	1%				Monitored					Never		

STAAR Performance Trends NEWTON RAYZOR EL || DENTON ISD (061901107)

■ Approaches or Above
 ■ Meets or Above
 ■ Masters

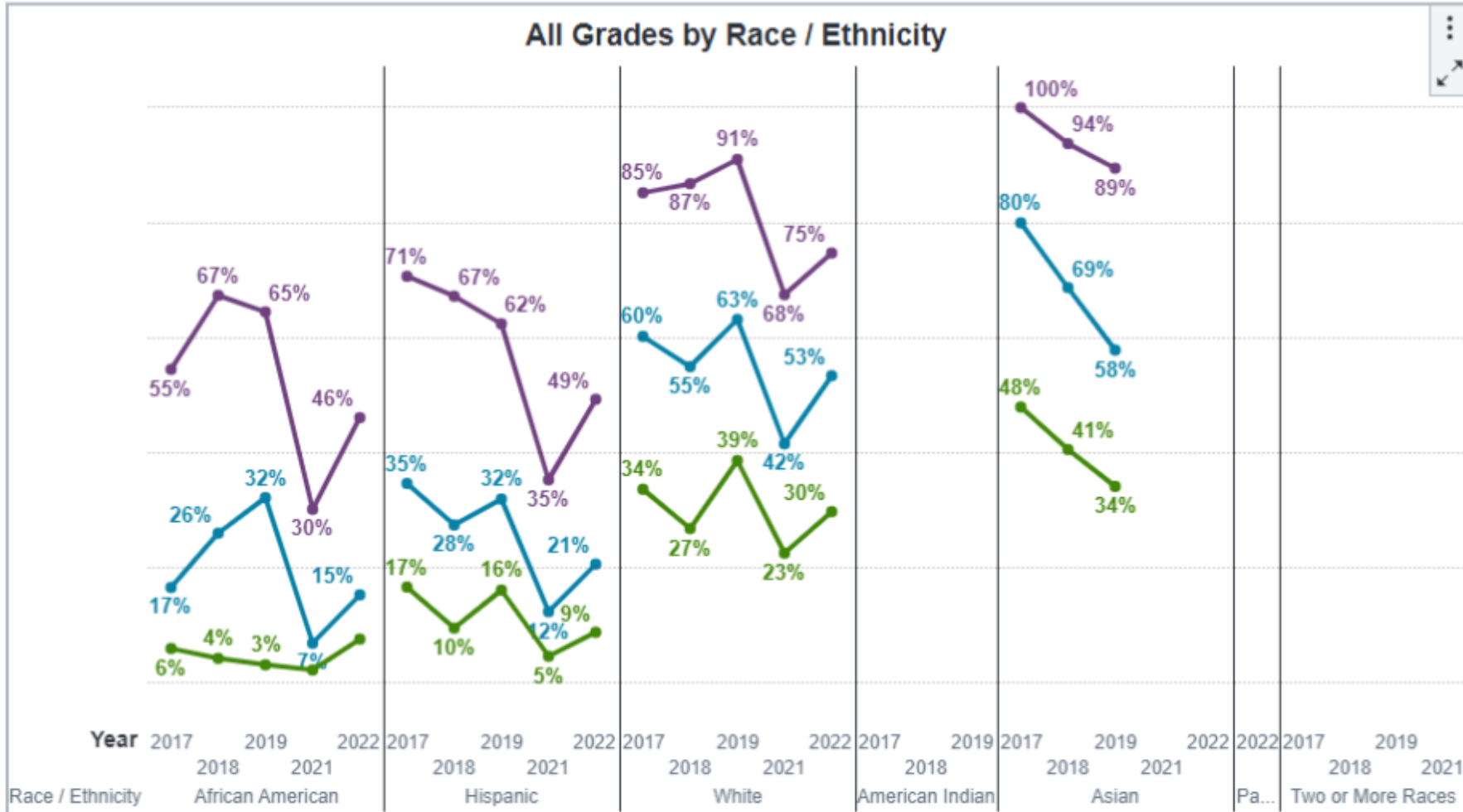
All Grades by Eco Disadvantaged



STAAR Performance Trends NEWTON RAYZOR EL || DENTON ISD (061901107)

■ Approaches or Above
 ■ Meets or Above
 ■ Masters

All Grades by Race / Ethnicity



Kindergarten

	Number of Students	Reading level		Math	
		% not on level	% on level	% not on level	% on level
Cole	20	25	75	25	75
Collins	15	20	80	7	93
Fuller	16	18	82	56	44
Reynolds	16	13	87	13	87
Vu	16	0	100	25	75
Beltran	8	38	62	0	100
Martinez	9	33	67	44	56
Grade level	100	13	87	21	79

First grade

	Number of Students	Reading level		Math	
		% not on level	% on level	% not on level	% on level
Dern	17	18	82	29	71
DLS	17	41	59	41	59
Mussett	17	18	82	53	47
K. Rose	17	41	59	53	47
T. Rose	16	0	100	38	62
Arriaga	10	10	90	20	80
Hoffman	12	58	42	100	0
Grade level	106	31	69	42	58

2nd Grade

	Number of Students	Reading level	Math
--	--------------------	---------------	------

		% not on level	% on level	% not on level	% on level
Curran	24	25	75	33	67
Gann	19	21	79	47	53
Powell	18	33	67	61	39
Stewart	19	16	84	21	79
Cruz	10	50	50	70	30
Rubio	10	30	70	40	60
Grade level	100	27	73	43	57

School Processes & Programs

School Processes & Programs Summary

Instructional:

- *Calendar set for PLC and IBC time for each team to allow teachers to collaborate, identify essentials, create common assessments and build intervention and acceleration groups
- *Team planning every week ensures a guaranteed and viable curriculum
- *Paid summer planning for IB
- *Breakout sessions during faculty meetings
- *Campus focus on Math with Professional Development and Coaching to support Tier 1, 2 and 3 instruction

Personnel:

- *Denton ISD Mentorship program implemented for new to the campus and first year teachers.
- *Campus coaching/instructional support offered and available to all staff members by our two campus instructional coaches, our district coach and our IB coordinator
- *Different training opportunities offered throughout the school year: Design in 5 PLC, Mega Labs, Teachers' College, Math Cadre's, teacher led staff development sessions, IB trainings
- *Teacher led staff development sessions.
- *Culture that encourages positive and constructive feedback.

Organizational

- *Leadership opportunities with a model that allows for all team members to serve as team leader for a one year period.
- *Shared roles; teams take turns during PLCs/IBCs meetings to alternate through the different roles.
- *Decision Makers meetings to include, staff, leadership team, community members, and students in the decision making process.

Perceptions

Perceptions Summary

Culture and Climate:

- *District and community members' feedback report a welcoming environment, students feel seen and known and the school is a resource to families.
- *Parents and community members are willing to participate and volunteer for school events.
- *New staff members feel welcomed and embraced by the school community.

Values and Beliefs

- *Student growth is assessed on an individual basis by targeting 'one year's growth'.
- *Teachers are encouraged and feel safe to try new things with an understanding that mistakes are part of growth.
- *Staff meetings designed to allow for staff members to gain experience as professional development presenters.
- *Administration encourages and supports staff to seek professional growth opportunities.
- *Staff and students show agency over their learning and the learning community

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) 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
- Local benchmark or common assessments data
- Running Records results

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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 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, 2023 - all students will make at least one year's growth in math measured by performance on the PNA, Imagine Math, Common and District Assessments.

Evaluation Data Sources: Common Assessments, PNA, Imagine Math, District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The master schedule will have built in PLC time at least 2 times per month to address the four critical questions in addition to the district 1/2 days.</p> <p>Strategy's Expected Result/Impact: Individual student achievement will be monitored and addressed.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The staff will be trained on the PLC model of "Design in 5" by district coaches, campus coaches and Nicole Dimich. A PLC vertical team will work to help their teams transfer new learning into their planning and practice.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and engagement by monitoring student progress, engaging in collaboration and understanding assessment and next steps for each student.</p> <p>Staff Responsible for Monitoring: PLC vertical team, instructional coaches, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional coaches, interventionists and administration will attend PLC's to help model and guide the work.</p> <p>Strategy's Expected Result/Impact: Teacher knowledge of students needs and strengths will lead Tier 1 instruction and Tier 2 interventions to result in an increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Each grade level will use a Data Wall to record the district assessments and the teacher created common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers and Administration will be able to track individual student growth and understand specific areas needed for intervention or acceleration.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teams will participate in differentiated professional development based on "real time" needs in their PLC.</p> <p>Strategy's Expected Result/Impact: Individual teachers will be able to engage in learning that meets the needs of the students in their classrooms.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Mega Labs will be held with each grade level to investigate meaningful small group instruction and use of data to create the groups.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of Tier 1 instruction and Tier 2 intervention.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Staff will continue to collaborate in data analysis to form Intervention and Acceleration groups.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The CLT will look at the Targeted Assistance data in order to monitor progress and adjust to patterns and trends.</p> <p>Strategy's Expected Result/Impact: Specific goals to guide the instruction, intervention and Title 1 money spent to support students.</p> <p>Staff Responsible for Monitoring: CLT, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 100% of eligible HB4545 students will be served by May 2023.</p> <p>Strategy's Expected Result/Impact: STAAR scores will increase by at least 5% in all categories.</p> <p>Staff Responsible for Monitoring: Interventionists, Esser Tutors, Classroom Teachers, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

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- * Develop and maintain a culture where learning remains our first priority
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- * 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, 2023 - all students will make at least one year's growth in Reading measured by performance on ELI/SELI, DRA, Istation, Common and District Assessments.

High Priority





Evaluation Data Sources: Common Assessments, IStation, DRA, running records, district assessments

Strategy 1 Details	Formative Reviews		
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	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The staff will be trained on the PLC model of "Design in 5" by district coaches, campus coaches and Nicole Dimich. A PLC vertical team will work to help their teams transfer new learning into their planning and practice.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and engagement by monitoring student progress, engaging in collaboration and understanding assessment and next steps for each student.</p> <p>Staff Responsible for Monitoring: PLC vertical team, instructional coaches, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
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	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Each grade level will use a Data Wall to record the district assessments, the teacher created common assessments and reading levels. Grades K-2 will provide more targeted instruction on phonics in response to the student needs from the pandemic.</p> <p>Strategy's Expected Result/Impact: Teachers and Administration will be able to track individual student growth and understand specific areas needed for intervention or acceleration.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teams will participate in differentiated professional development based on "real time" needs in their PLC.</p> <p>Strategy's Expected Result/Impact: Individual teachers will be able to engage in learning that meets the needs of the students in their classrooms.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Mega Labs will be held with each grade level to investigate meaningful small group instruction and use of data to create the groups.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of Tier 1 instruction and Tier 2 intervention.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Staff will continue to collaborate in data analysis to form Intervention and Acceleration groups.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Coaches, IB Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The CLT will look at the Targeted Assistance data in order to monitor progress and adjust to patterns and trends.</p> <p>Strategy's Expected Result/Impact: Specific goals to guide the instruction, intervention and Title 1 money spent to support students.</p> <p>Staff Responsible for Monitoring: CLT and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 100% of eligible HB4545 students will be served by May 2023.</p> <p>Strategy's Expected Result/Impact: STAAR scores will increase by at least 5% in all categories.</p> <p>Staff Responsible for Monitoring: Interventionists, Esser Tutors, Classroom Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: All members of the Learning Community will participate and contribute to the IB evaluation visit for January 2023 (Self Study and Visit).

Evaluation Data Sources: NRE IB policies, self study, Visit by the IBO in January

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to explore our knowledge of IB with a focus on action, transdisciplinary learning and the Approaches to Learning through our planning and practice.</p> <p>Strategy's Expected Result/Impact: A more transdisciplinary approach to daily instruction.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Administration, Teachers, Coaches, Librarian</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide supplemental library materials to ensure diverse choices as students research and explore their transdisciplinary planners.</p> <p>Strategy's Expected Result/Impact: Increased engagement of students</p> <p>Staff Responsible for Monitoring: Librarian, IB Coordinator, Teachers, Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunity for IB document studies multiple times throughout the year (staff breakout sessions and "lunch and learns")</p> <p>Strategy's Expected Result/Impact: Deepening the understanding and implementation of Newton Rayzor's policies by all staff.</p> <p>Staff Responsible for Monitoring: IB Coordinator</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to implement Toddle as our digital platform for curriculum and planning</p> <p>Strategy's Expected Result/Impact: Organization of IB planners</p> <p>Staff Responsible for Monitoring: IB Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Support new teachers by allowing them to observe and co-teach with experienced IB teachers and the IB coordinator.</p> <p>Strategy's Expected Result/Impact: Stronger instructional community, retention of teachers, Professional Development opportunities with in peer classrooms</p> <p>Staff Responsible for Monitoring: Administration, Coaches, IB Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Intentional focus on IB instruction and attributes with weekly "IB" reflection questions that will enhance instruction and a systemically monitoring the acknowledgement of the IB Learner Profile Attributes.</p> <p>Strategy's Expected Result/Impact: Common language for the learning community</p> <p>Staff Responsible for Monitoring: IB Coordinator, Administration, Classroom teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 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 Fall of 2024, students, staff and community engagement and satisfaction will increase 5% with the inclusion of social and emotional instruction, reflection and surveys.

Evaluation Data Sources: student, staff Q12 and community surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff will participate in the Q12 Survey Fall of 2022.</p> <p>Strategy's Expected Result/Impact: Growth in staff engagement and satisfaction</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students and families will be surveyed in the Fall of 2022 and the Spring of 2023.</p> <p>Strategy's Expected Result/Impact: Increased collaboration and engagement in the learning community between families and school.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, PTA</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide monthly staff appreciation to maintain a strong campus culture. These will include: Sonic days, treat days, teacher breaks, food trucks and time for shared gatherings.</p> <p>Strategy's Expected Result/Impact: Positive School culture and retention of strong staff</p> <p>Staff Responsible for Monitoring: Administration, Counselors and PTA</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue parent communication through virtual and in person conferences, weekly learning community newsletters, social media and positive notes home.</p> <p>Strategy's Expected Result/Impact: Increased learning community engagement, and awareness.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Librarian, Counselors, IB Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Professional development and supplemental materials. - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide a supportive and transparent environment to ensure safety for our NRE community.</p> <p>Strategy's Expected Result/Impact: Maintaining student and staff health and safety.</p> <p>Staff Responsible for Monitoring: Administration, BERT team, SRO and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Work collaboratively with CIS to support families and individual student needs.</p> <p>Strategy's Expected Result/Impact: Student safety, needs and learning will increase.</p> <p>Staff Responsible for Monitoring: Counselors, CIS, Nurse, IB Coordinator and Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Personnel for Newton Rayzor

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sarah Merriweather	Reading Interventionist	NaN

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Ellison	Math Interventionist/Coach		Half
Sarah Merriweather	Reading Interventionist/Coach		Half

Campus Funding Summary

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Professional development and supplemental materials.		\$2,000.00
Sub-Total					\$2,000.00

Campus Leadership Team

Meeting Date: September 20, 2021

3:15 P.M.

Newton Rayzor

Committee Role	Name	Position	Signature
Administrator	Shelly Panter	Head of School	<i>ShPan</i>
Administrator	Laura Alfaro	Deputy Head of School	<i>Laura Alfaro</i>
Non-classroom Professional	Kelly Born	Campus Librarian	<i>KB</i>
TCC Rep	Tony Rose	classroom teacher	<i>Tony Rose</i>
District-level Professional	Jose Robles	Bilingual Department	<i>Jose Robles</i>
Non-classroom Professional	Francisco Cepeda	Counselor	<i>Francisco Cepeda</i>
Parent	Gwen Moore	Parent	<i>Gwen Moore</i>
Business Representative	Gail Aguilar	Business owner	<i>Gail Aguilar</i>
Community Representative	Doug Giles	Community member	<i>Doug Giles</i>
Classroom Teacher	Lydia Rivera	PK Teacher	<i>Lydia Rivera</i>
Classroom Teacher	Megan Reynolds	Kindergarten Teacher	<i>Megan Reynolds</i>
Classroom Teacher	Hannah Mussett	1st grade teacher	<i>Hannah Mussett</i>
Classroom Teacher	Zach Curran	2nd grade teacher	<i>Zach Curran</i>
Classroom Teacher	Briony Houchin	3rd grade teacher	<i>Briony Houchin</i>
Classroom Teacher	Erika Wegenka	4th grade teacher	<i>Erika Wegenka</i>
Classroom Teacher	Sashenka Lopez	5th grade teacher	<i>Sashenka Lopez</i>
Non-classroom Professional	Linda Marquez-Gavilanes	IB Coordinator	<i>Linda Marquez-Gavilanes</i>
Operations Staff	Makinzie Heard	Nurse	<i>Makinzie Heard</i>
EIC Rep	Laura Davis	Reading Recovery Teacher	<i>Laura Davis</i>

Sarah Merriweather
Julie Culp

Diag.

gump

Denton Independent School District
W.S. Ryan Elementary
2022-2023 Campus Improvement Plan



W.S. RYAN
Elementary

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.

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Based on our campus strengths and needs, we will prioritize our efforts in the following areas:

- Recruiting staff to fill our remaining teaching and aide positions, and providing the necessary support and pd to retain our staff.
- Providing multiple opportunities for vertical PLC's to address our areas of need in order to align instructional practices vertically among all grade levels.
- Providing relevant pd to teachers to meet their professional and student growth goals.
- Increasing the number of family engagement events and opportunities for parents to be present and engaged in their children's learning, as well as opportunities for families to volunteer on campus.

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45% of our students economically disadvantaged. Our campus has a One-Way Spanish Dual Language program PK-5th grade, as well as two self-contained Special Education Classes - the Academic & Functional Skills classroom serving grades 3-5, and the Functional Life Skills classroom serving grades K-5. We offer EXPO, our Gifted/Talented program, for grades K-5. We have two PreK classes - monolingual and bilingual (Spanish Dual Language)

Our enrollment is approximately 610, and has grown steadily over the past 6 years. We have seen a drastic increase of approximately 60 students this year due to continued housing construction in our zone/surrounding neighborhoods. W.S. Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate.

The percentage of students participating in specialized programs on our campus is as follows:

- EXPO - 10%
- Special Education - 15%
- Dual Language (Bilingual) - 23%

Demographics Strengths

We have many parents who have expressed an interest in volunteering on campus. Prior to COVID, we had a high attendance at family engagement events. Over the past year we have seen a gradual increase in family participation in engagement events.

WSR is a diverse campus. Our students speak at least 24 languages from 6 continents, and celebrate more than 29 holidays. There are at least 5 different religions represented, celebrating several holidays specific to their faith. Our staff values this diversity, and takes the initiative to learn about our families' cultures and traditions so we can honor and acknowledge the holidays and traditions they celebrate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ..We are short teaching/aide positions at the start of this year, requiring the use of long-term subs to fill positions. **Root Cause:** ..There is a shortage of candidates.

Student Learning

Student Learning Summary

We have continued to see an increase in the number of students in grades PK-5th grade making at least one year's growth.

The interruptions in learning that our students have experienced over the past 2 years due a lack of engagement from the Spring 2020 closure and Connected Learning last year have shown continued learning gaps in the areas of ELAR and Math. Having all of our students return face-to-face last year has already allowed teachers to begin closing gaps.

Beginning of the year common assessment data for this school year shows a specific continued need for growth in number sense in Math for grades K-2, Reading and Writing in grades 1-5, and English proficiency for our Emergent Bilingual students. We will provide continual support of ELL strategies to help our Emergent Bilingual students increase their English proficiency, while supporting the goal of being bilingual and bi-literate through the one-way Dual Language Program.

We have been using the Units of Study ELA curriculum in Reading and Writing for 6 full years on our campus, as well as the workshop model, and have seen continued growth through this initiative. This is our 4th year implementing the Units of Study in Phonics for grades K-2. Utilizing workshop model has allowed our teachers to maximize instructional time to provide critical tier 1 & 2 classroom intervention. Eighteen staff members have attended the Reading, Writing, Leadership, and Phonics Institutes at the Teachers' College Reading and Writing Project at Columbia University, bringing back critical pd information to align with our Units of Study implementation.

As a Title 1 campus, a full time Math interventionist and Coach would be helpful to provide needed support to teachers and students. They are currently part-time, shared with other campuses. This is an intensive program, and having full-time coaches would provide needed support for the classroom teachers attending the academy. The biggest barrier teachers currently face is time; specifically, implementing the intensive requirements from HB 4545 during the regular school day in addition to providing the recommended amount of time for core content areas.. Being able to use Title 1 funds for Educational Leave for teachers is very helpful to give them the extra time they need to collaboratively plan through the PLC process.

Learning Walk observations show consistent implementation of workshop model. Our workshop pd focus this year will be on Math for all grades, and Language Arts for newer teachers.

We will continue the Assessment for Learning work, and will move forward with effective feedback strategies this year. Our newer teachers are provided additional support through our district's Beginning Teacher Academies, held throughout the year to provide ongoing pd and guidance.

Texas Education Agency 2022 STAAR Performance RYAN EL (061901113) - DENTON ISD - DENTON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	270	270	100	-	640	
Approaches GL or Above	225	217	63	-	505	79%
Meets GL or Above	171	159	40	-	370	58%
Masters GL	101	85	19	-	205	32%
Total Percentage Points						160%

Total Percentage Points															109.70	
Component Score																56

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Con or Enr
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	79%	67%	72%	83%	82%	100%	100%	-	68%	77%	78%	50%	90%	
At Meets GL Standard or Above	58%	33%	50%	65%	64%	86%	100%	-	43%	52%	53%	41%	69%	
At Masters GL Standard	32%	12%	25%	41%	18%	41%	60%	-	19%	24%	24%	10%	41%	
Number of Tests														
At Approaches GL Standard or Above	505	51	152	251	9	37	5	-	166	106	118	53	26	
At Meets GL Standard or Above	370	25	104	197	7	32	5	-	106	72	81	43	20	
At Masters GL Standard	205	9	53	123	2	15	3	-	46	33	36	10	12	
Total Tests	640	76	210	301	11	37	5	-	244	138	152	105	29	
Participation														
% participation 2020-21	97%	95%	98%	97%	*	95%	*	100%	97%	98%	99%	94%	77%	
% participation 2021-22	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	
ELA/Reading														
Percent of Tests														
At Approaches GL Standard or Above	83%	78%	78%	87%	*	100%	*	-	75%	81%	83%	52%	85%	
At Meets GL Standard or Above	63%	47%	55%	70%	*	87%	*	-	47%	57%	59%	43%	62%	
At Masters GL Standard	37%	19%	28%	46%	*	53%	*	-	21%	26%	27%	7%	46%	
Number of Tests														
At Approaches GL Standard or Above	225	25	69	111	*	15	*	-	77	47	52	22	11	
At Meets GL Standard or Above	171	15	49	89	*	13	*	-	48	33	37	18	8	
At Masters GL Standard	101	6	25	59	*	8	*	-	21	15	17	3	6	
Total Tests	270	32	89	128	*	15	*	-	102	58	63	42	13	
Participation														
% participation 2020-21	96%	94%	98%	96%	*	93%	*	100%	97%	99%	99%	92%	80%	
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	80%	66%	79%	82%	*	100%	*	-	71%	84%	86%	52%	92%	

At Meets GL Standard or Above	59%	25%	57%	63%	*	93%	*	-	49%	60%	62%	40%	85%
At Masters GL Standard	31%	6%	30%	38%	*	40%	*	-	23%	29%	29%	12%	46%
Number of Tests													
At Approaches GL Standard or Above	217	21	70	105	*	15	*	-	72	49	54	22	12
At Meets GL Standard or Above	159	8	51	81	*	14	*	-	50	35	39	17	11
At Masters GL Standard	85	2	27	49	*	6	*	-	23	17	18	5	6

Released August 2022

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 STAAR Performance
RYAN EL (061901113) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Other
Total Tests	270	32	89	128	*	15	*	-	102	58	63	42	13	
Participation														
% participation 2020-21	96%	94%	97%	96%	*	93%	*	100%	96%	97%	97%	92%	80%	
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	
Science														
Percent of Tests														
At Approaches GL Standard or Above	63%	42%	41%	78%	*	100%	*	-	43%	45%	46%	43%	*	
At Meets GL Standard or Above	40%	17%	13%	60%	*	71%	*	-	20%	18%	19%	38%	*	
At Masters GL Standard	19%	8%	3%	33%	*	14%	*	-	5%	5%	4%	10%	*	
Number of Tests														
At Approaches GL Standard or Above	63	5	13	35	*	7	*	-	17	10	12	9	*	
At Meets GL Standard or Above	40	2	4	27	*	5	*	-	8	4	5	8	*	
At Masters GL Standard	19	1	1	15	*	1	*	-	2	1	1	2	*	
Total Tests	100	12	32	45	*	7	*	-	40	22	26	21	*	
Participation														
% participation 2020-21	97%	92%	98%	98%	-	*	-	-	98%	100%	100%	100%	*	
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	*	

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Student Learning Strengths

- The majority of our students have shown at least one year's growth from the previous year, in ELA and Math, and we have continued to see an increase in the number of students making growth in those areas.
- Our campus earned a STAAR distinction in "Postsecondary Readiness" in 2022.
- Learning walks show consistent implementation of workshop model.
- All classroom teachers, specialists, and campus administrators participated in summer pd learning opportunities this year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Science STAAR scores decreased by 14 points. **Root Cause:** We need to increase the amount of time our master schedule allows for Science instruction, and integrate Science into Language Arts.

Problem Statement 2: Only 31% of our Emergent Bilingual students made one year's growth in their composite TELPAS English Proficiency rating. **Root Cause:** English Language Proficiency standards are not adequately aligned with lessons, and the Proficiency Language Descriptors may not be consistently applied to TELPAS ratings among raters.

School Processes & Programs

School Processes & Programs Summary

We are a PLC-driven campus; Common assessments are TEK based and used to drive instruction. We have been utilizing the Units of Study Reading and Writing Units for 6 years, and the Phonics units for 3 years. Pacing guides are planned out based on scope and sequence provided by the district, and the Units of Study are aligned with the TEKS. Title funds have been utilized to purchase supplementary materials, including classroom libraries for all grade levels, that align with the Units of Study. We utilize workshop model for our core content areas, especially in Language Arts and Math. Teachers receive ongoing pd for workshop model components, focusing on individual conferring and small groups.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model , as well as meet the HB 4545 intervention requirements.

We have a comprehensive DMTSS process that is data-driven. Teachers and specialists meet regularly to review student progress and make a plan for interventions.

We have an Instructional Leadership team, consisting of campus administrators, specialists, and teacher reps per grade level; the purpose of the IL team is to pursue advanced pd in curricular topics and present those to staff and provide ongoing instructional support to teachers. Our goal is to provide continued PD opportunities to develop and maintain our high-quality staff, as well as to continue using Title 1 funds to provide coaching support for teachers through a Title-funded instructional coach position. Our IL team will also participate in a book study and PD with the author of "Design in 5" to provide valuable learning in assessment strategies.

Our BERT (Building Emergency Response Team) meets and runs safety drills regularly, and all staff are trained on our Building Emergency Operations Plan. We are also seeing an improvement in the number of filled absences on campus by substitutes.

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers. Our campus will continue to partner with local universities to provide mentors for their student-teaching interns. Our newer teachers will participate in the district's Beginning Teacher Academy.

We will continue to adjust our master schedule to meet student needs, meet the intensive requirements of HB 4545 and provide the time and support teachers need for effective collaborative planning.

Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 4 & 5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests. We also have plans to create a 3rd grade Math club.

School Processes & Programs Strengths

- Our Instructional Leadership Team, Grade level Team Leaders, BERT, and Campus Leadership Team provides much support and guidance for teachers to implement best practices and follow appropriate health and safety protocols.
- Our Master Schedule is designed to allow teachers to maximize instructional time and provide effective tier 1, 2, and 3 interventions.
- All students have 1:1 chromebook devices. Student classroom engagement is increased with the use of this technology.
- Our partnership with UNT and TWU has provided us with high-quality interns, some of whom have been hired onto our faculty and have shown success in the classroom. We have hired alternative certification candidates who have shown clear success in the classroom as well. We have continued to mentor interns this school year.

- Walk-throughs and T-Tess appraisals show clear evidence of teachers implementing best practices and utilizing effective assessment for learning strategies.
- We continue to have a high enrollment of students in our EXPO (gifted/talented) program through enhanced PD for teachers regarding identification of possible gifted/talented students and the referral process.
- Title 1 funds are used to provide educational leave in order to allow teachers the time they need to collaborate, plan, and analyze data, and attend relevant instructional pd.
- Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 4 & 5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests. We are planning on adding a 3rd grade Math club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: HB4545 has presented multiple challenges in meeting student intervention needs with the available staff on campus. **Root Cause:** The available staff is stretched thin, and students in both special education and dyslexia have very limited time available for the extra minutes required by HB4545. The use of A+ tutors should be increased, and master schedule should be adjusted to allow more time for interventions.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations, and welcome our parents to join us in many of these celebrations.

New teachers are provided a copy of the book "The Energy Bus" to further support our focus on a positive campus climate and culture.

It is important to acknowledge and address the emotional needs of teachers and staff as they work through the challenges of safety protocols, as well as public opinion of those protocols. Our staff continues to work hard to develop strong working relationships with our parents, and are carrying the burden of current political and safety opinions and challenges on their shoulders.

We are proud to have such strong support from our PTA, and are so grateful for the assistance and family engagement they encourage at W.S. Ryan!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have indicated they are unsure of ways they can volunteer/be present on campus. **Root Cause:** We need to increase our communication to parents regarding ways they can volunteer, provide multiple opportunities for volunteering, and on-campus celebrations that parents can attend in order to boost family engagement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Discipline records
- 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
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Other additional data

Guiding Outcomes

Guiding Outcome 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: We will increase the percentage of students reaching Approaches, Meets, and Masters on all STAAR tests by 5-10 points in each grade level, and at least 80% of our PK-2 students will be on level on their End of Year ELA and Math Assessments by May 2023.





High Priority

Evaluation Data Sources: STAAR, Grade Level Common Assessments, Interim Assessments, BOY/MOY/EOY assessments for all grade levels, Report Card Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each grade level will participate in PLC's at least monthly to progress monitor and plan interventions. Each grade level will have a common progress monitoring form to document all assessment data throughout the year to use during PLC discussions.</p> <p>Strategy's Expected Result/Impact: Students will receive timely interventions and show progress with closing achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coaches, Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of students who qualify for HB4545 will receive the required interventions by May 2023.</p> <p>Strategy's Expected Result/Impact: Students will close achievement gaps on STAAR and End of Year assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coaches, Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Learning Materials - Title I, Part A - \$3,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will implement at least 2 Math Learning Labs and at least 1 Phonics Learning Lab for staff this year.</p> <p>Strategy's Expected Result/Impact: Teachers will receive the learning and support they need to successfully implement workshop model in Math and ELA, and will increase phonics instruction in grades K-2.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will offer Saturday Academy in the Spring, based on student data, to help students close achievement gaps and meet HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Students will receive additional support and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Specialists, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Learning Resources and Staff Compensation for Saturday School - Title I, Part A - \$3,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Educational leave funds will be utilized through Title 1 to provide professional development opportunities for teachers, aligned with our instructional and student growth goals.</p> <p>Strategy's Expected Result/Impact: Relevant PD will provide teachers with effective instructional strategies, which will help students meet their growth goals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Specialists, Instructional Coach, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Substitutes, Professional Development Sessions - Title I, Part A - \$8,500</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Vertical PLC teaming will be utilized at least once per semester to allow grade levels to align their practices in all content areas. Common vocabulary and language, aligned teks, resources needed, common assessment data, and pacing guides will be the focus of the vertical plc's.</p> <p>Strategy's Expected Result/Impact: All grade levels will be aligned in their instruction of ELA, Math, Social Studies, and Science.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Specialists, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Learning materials - Title I, Part A - \$6,865</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Specialists and Instructional Coaches will be utilized to provide instructional guidance to teachers, and interventions for students.</p> <p>Strategy's Expected Result/Impact: Students will make at least one year's growth and meet their achievement goals. Teachers will feel supported and receive guidance to continually ensure effective instruction for students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - Title I, Part A - \$49,087</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- * 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: We will increase the percentage of our Emergent Bilingual students making one year's growth on their composite TELPAS rating to at least 60% from 31%.

High Priority

Evaluation Data Sources: 2023 TELPAS composite ratings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will have at least two vertical PLC meetings for all bilingual teachers, PK - 5th Grade, to ensure alignment with dual language instructional practices and guidelines.</p> <p>Strategy's Expected Result/Impact: The bilingual classrooms will receive aligned instruction in both English and Spanish, and students will show growth in their English proficiency.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ESL/Bilingual Specialist, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC agendas will include time for all teachers to discuss progress on English proficiency on all Emergent Bilingual students at least twice per semester, utilizing data from ELPS and PLD's.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English proficiency, and their TELPAS ratings will align with their classroom performance.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Bilingual/ESL Specialist, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Learning Materials - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will include information about students' English proficiency progress during Fall Parent conferences, and will discuss with parents their children's goals in the 4 domains of listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Parents will be kept informed of their children's progress and ways they can support the goals at home.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ESL/Bilingual Specialist, Campus Administrators</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: AFL strategies will be used to help Emergent Bilingual students set their goals for English proficiency.</p> <p>Strategy's Expected Result/Impact: Students will make one year's growth in their TELPAS composite rating.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ESL/Bilingual Specialist, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Learning materials - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 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: WSR will continue to improve campus culture and climate by focusing on our Social Emotional Learning practices, designed to increase student engagement and achievement, by May 2023.

High Priority

Evaluation Data Sources: Engagement surveys, classroom walkthroughs, family engagement events and feedback, student participation in extracurricular clubs, campus discipline data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All classroom teachers will stand at their doors to greet students as they arrive, and will begin their day with morning class meetings to include all students. All non-homeroom teachers/staff will be assigned morning arrival duty so that all students will have the chance to be greeted by multiple staff members before they enter their classroom.</p> <p>Strategy's Expected Result/Impact: Students will feel welcomed and safe in class, and will increase their engagement and achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus administrators, counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All parents will be invited to a parent-teacher conference during the Fall semester to review their children's progress and learning goals.</p> <p>Strategy's Expected Result/Impact: All parents will be informed of their children's progress and engaged in their learning. This will also encourage an increase in communication between parents and teachers throughout the year.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Classroom teachers, counselor, and administrators will use a restorative approach to discipline. Teachers will receive PD throughout the year regarding restorative practices.</p> <p>Strategy's Expected Result/Impact: Students will learn from their actions, take responsibility, show an increase in appropriate behaviors, and be a positive part of their classroom culture and climate. Students will learn to effectively problem solve regarding personal behaviors and social situations.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Resources for Classroom Calming Corners - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will continue to offer opportunities for parents to attend family engagement events and classroom/school celebrations, such as PTA's Fall Festival, School Curriculum Nights, Rockin' Wrangler Celebrations, Classroom celebrations, and Family STEM Night.</p> <p>Strategy's Expected Result/Impact: Students, families, and teachers will be able to celebrate successes together, and families will increase their engagement level in their children's learning.</p> <p>Staff Responsible for Monitoring: All staff and campus administrators</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Involvement Learning Supplies, Snacks for events - Title I, Part A - \$1,098</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All new staff will participate in a book study on "The Energy Bus" by May 2023.</p> <p>Strategy's Expected Result/Impact: All staff will feel supported by each other, and we will continue to build upon our positive campus culture and climate.</p> <p>Staff Responsible for Monitoring: All staff and campus administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Books for new staff - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The Campus Principal and Assistant Principal will meet individually with each staff member for a check-in during the Fall semester, to listen to their needs and provide support.</p> <p>Strategy's Expected Result/Impact: Staff members will feel supported, will be engaged, and this will ultimately allow them to do</p>	Formative		
	Dec	Mar	May

their very best for students.


Staff Responsible for Monitoring: Campus Administrators


TEA Priorities:


Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for W.S. Ryan Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for W.S. Ryan Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alissa Royal	Math Interventionist	0.5
Ann Winkle	Reading Interventionist	0.5
Sulema Flores	DLL	0.5
Terisa Tenbrook	Reading Recovery	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Winkle	Reading Interventionist	Reading	0.5

Campus Funding Summary

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Learning Materials		\$3,000.00
1	1	4	Learning Resources and Staff Compensation for Saturday School		\$3,000.00
1	1	5	Substitutes, Professional Development Sessions		\$8,500.00
1	1	6	Learning materials		\$6,865.00
1	1	7	Reading Interventionist		\$49,087.00
1	2	2	Learning Materials		\$1,000.00
1	2	4	Learning materials		\$2,000.00
2	1	3	Resources for Classroom Calming Corners		\$1,000.00
2	1	4	Parent Involvement Learning Supplies, Snacks for events		\$1,098.00
2	1	5	Books for new staff		\$500.00
Sub-Total					\$76,050.00

**Denton Independent School District
Gonzales School for Young Children
2022-2023 Campus Improvement Plan**



Gonzalez
School for Young Children

Mission Statement

Collaborating with the community, families, and professionals, we will cultivate an environment that facilitates lifelong learning.

Vision

We will nurture and guide our diverse population, in a child friendly environment, in order to prepare our students for future success.

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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 - Guiding Outcome 1: . 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 12
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gonzalez SYC is an early childhood campus serving about 250 at-risk students. Our campus consists of 8 monolingual Pre-K classes, 5 bilingual Pre-K classes, 2 blended Pre-K classes, and 4 Special Education self-contained classrooms. Our students in our general education classrooms must qualify for our programs in one of 6 ways: Economically Disadvantage, Homeless, Military, English Language Learner, CPS placement, or child of a Star of Texas recipient. Students attending our Special Education classrooms must complete an evaluation process and work with the Special Education evaluation team to determine if specialized instruction is needed.

We have a diverse, highly qualified staff that has a passion for working with children. They are skilled in educating our youngest learners and believe in the importance of early intervention. They are committed to working with our families and creating positive relationships with all stakeholders.

Demographics Strengths

We have no new teachers (all are returning) and were able to fill all vacancies for Teaching Assistants.

Have the space and availability to enroll both three and four year old students.

Age appropriate materials and curriculum to meet the needs of our young learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Afterschool childcare options will be limited for both our three and four year old students. **Root Cause:** Extended School Day offered after school care for our students. They were only able to take 8-12 students due to staff/student ratios. We had around 5 students who withdrew from our school due to a lack of childcare availability.

Problem Statement 2: Poor attendance rates for the 2021-2022 school year. **Root Cause:** Parents and families were sent documentation about attendance issues. However, minimal consequences or actions for improvement were utilized due to COVID and other student family situations. We experienced increased absences and LOSITS compared to the years prior to COVID.

Problem Statement 3: With mixed age classrooms, some classrooms had more 3 year olds with younger birthdays than others. **Root Cause:** Staff experienced a drastic difference in their students' capabilities and developmental skills due to birthdays, making it more challenging to pull small groups and meet the needs of all students.

Student Learning

Student Learning Summary

Students were assessed on the Pre-K guidelines using the CLI Engage as well as the quarterly report card assessment. The CLI Engage instrument changed from 4 times per year, to twice per year, so growth in September and again at the end of the year is compared. MTSS progress was measured three times throughout the year and all students were successful in showing progress or had modifications and support provided for them as needed and appropriate in academic areas.

Staff modified instructional practices to meet the needs of each child, more so this year, than in the past for social and emotional learning. Teachers implemented individualized and group emotion regulation strategies at an increased level than the previous year.

Student Learning Strengths

Students progress on academic skills using the new curriculum and teacher instructional practices.

Social and emotional learning is specifically targeted daily and amount of interventions is individualized.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Trauma informed practices and additional SEL training is needed to address significant student behaviors and developmental delays. **Root Cause:** More students demonstrated significant behavior and emotional difficulties this year than in the past. Some exhibited aggressive behaviors and staff struggled to know how to manage these behaviors appropriately.

Problem Statement 2: Teachers had mixed-aged classes of 3 and 4 year old students. The 3 year olds students required more fine motor opportunities to prepare them successfully for pre-writing skills. **Root Cause:** Opportunities for fine motor exposure and practice may have been limited due to COVID and opportunities for practice.

Problem Statement 3: Less time for SEL teaching was available due to increase in number of assessments and Pre-K curriculum. **Root Cause:** Teachers were learning the new curriculum, which included minimal SEL opportunities. Additionally, student assessments were conducted almost weekly and required more time to complete these tasks.

School Processes & Programs

School Processes & Programs Summary

The staff utilized a new curriculum, Three Cheers for Pre-K, as well as the updated pacing guides and UbD units. The teachers used this first year of implementation to familiarize themselves with the content and expectations for student success as outlined in the new curriculum.

All of our staff meets the highly qualified standards and are experienced. Our teachers are trained in working with our youngest learners and all curricular items and materials are age and developmentally appropriate. We utilize a variety of teaching strategies that have been provided by the district (such as Cadre and AFL strategies, the use of learning targets, Developing Talkers, etc.) We also utilize SeeSaw and Ready Rosie to keep our parents involved in instructional practice at home.

We are committed to providing a safe environment for our school. Each year, we teach, practice, and review all safety drill protocols. We establish a safety committee, that meets several times per year, to address any safety issues or concerns around the building. We also teacher children self regulation and social and emotional skills regularly.

Our students are provided with a full day of instruction, which reflects recommendations from TEA and the district curriculum department.

We provide professional development that is appropriate for the age of our students, the content being taught, and aligned to the personal goals of our staff. We also guide our practices to align with the district goals and mission.

Our staff and students have a variety of technology available to them to enhance their learning experiences. These include: Technology panels, Interactive TV, laptops, and desk top computers.

School Processes & Programs Strengths

We provide full day instruction for all students. After school care is available through the Extended School Day program.

Opportunities for outdoor learning and gross motor development are built into our daily schedule.

Students have many opportunities throughout the day to learn through play.

All classrooms are equipped with a teacher and teaching assistant.

Variety of technological resources are available to students and staff.

Schoolwide use of SeeSaw.

Campus-wide focus on fine motor development in an effort to improve handwriting skills.

Bilingual teachers are participating in the 100 book challenge with their students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Considerations for classroom student population will be considered and utilized as needed. (i.e. Some classroom may consist of same aged students, while others may continue to be mixed.) **Root Cause:** Teachers had both 3 and 4 year old students in their classrooms. Many staff struggled to meet the needs of both age groups because

they were combined.

Problem Statement 2: Staff duties during morning drop off were inconsistently upheld or accommodated based on staff absences, tardiness, or lack of preparation. **Root Cause:** Over 1/3 of the paraprofessional staff members would arrive to morning duty after 7:15 a.m. Additionally, about 1/2 of the teaching staff did not arrive to duty by 7:25 a.m. daily.

Problem Statement 3: Student recognitions were not implemented consistently throughout the year. **Root Cause:** Attendance rates were very low, so fewer students had perfect attendance. Inconsistent classroom implementation of curricular or academic celebrations occurred, potentially due to lack of proficiency implementing new curriculum or minimal at home participation (ex. using reading logs, end of unit celebrations, etc.)

Perceptions

Perceptions Summary

We are a campus of professionals who enjoy working with our youngest learners. Developing relationships with each other and the students and families is the foundation for our success. We believe in creating a nurturing environment for our students in an effort to build strong academic skills, social/emotional develop, and exceptional character with each child. We strive to ensure that all stakeholders feel valued and appreciated.

We are an inclusive campus, with a diverse population of students and staff. We provide opportunities throughout the year to reflect on and appreciate our diversity and the strengths of each person in the school (students and staff) Together, we promote a culture of kindness, safety, and learning.

Family engagement and involvement is very important to our campus. We facilitate a variety of family activities throughout the year and are continually seeking out ways to keep our families informed and included. We have a PTA on campus. Our Family Liaison has shared surveys with parents regarding any support or training they feel would be helpful.

Perceptions Strengths

Campus wide implementation and use of SeeSaw.

Multiple communication methods are used to share information about school activities and information (SeeSaw, newsletters, weekly emails, etc).

Facebook has been used consistently to help with communication.

All teachers were here last school year and our new paraprofessional staff all had previous experience working with young children. Having these high quality professionals helps to ensure that we are providing instruction that is developmentally appropriate for our children.

Regular staff incentives and praise is provided to staff. Classroom coverage is provided when substitutes are unavailable to ensure that staff is provided with required breaks and support throughout the day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to increase our parent and visitor involvement in campus activities. **Root Cause:** Due to COVID-19, visitors and volunteers were not allowed on campus this year.

Problem Statement 2: We need more parent engagement in school activities and instructional opportunities. **Root Cause:** Because of COVID 19 and a lack of a dedicated parent training opportunities, we have not had the level of engagement that would be appropriate or desired.

Problem Statement 3: Increase PTA membership campus wide. **Root Cause:** We lose families each year and were not able to create longevity with board members and membership.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

Gonzales School for Young Children
Generated by Plan4Learning.com

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: . 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 26, 2023, Gonzalez School for Young Children will have 30% of parents/families participating in PTA and school events/support.

Evaluation Data Sources: PTA membership documents
Parent sign in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gonzalez SYC will have 100% of teachers, teaching assistants, and support staff to join PTA. Incentives for joining will be utilized and providing both electronic and paper copies of membership forms will be used minimize any technological barriers.</p> <p>Strategy's Expected Result/Impact: 100% of staff will be members of the PTA</p> <p>Staff Responsible for Monitoring: Campus administrators, PTA board members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A minimum of 25% of parents/family members will join PTA. Incentives for joining PTA and both electronic and paper copies of PTA forms and information will be utilize to encourage participation and to minimize communication barriers (information will be provided in both English and Spanish.)</p> <p>Strategy's Expected Result/Impact: Membership will increase from 35 members (2021-2022) to 67 members (2022-2023).</p> <p>Staff Responsible for Monitoring: PTA board members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parents will be provided consistent communication, in both English and Spanish, using at least 3 different modes modes, which may include platforms such as weekly emails, SeeSaw, Newsletters, Social Media, etc.</p> <p>Strategy's Expected Result/Impact: Parents will receive information consistently using at least 3 different platforms each month. Parents will stay informed about school events and information.</p> <p>Staff Responsible for Monitoring: School Secretary, Classroom Teachers, School Administrators, Family Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Family events, sponsored by either PTA or the school, will be provided at least one time per month (either academic and themed-based).</p> <p>Strategy's Expected Result/Impact: At least 20% of parent will attend these events, as documented by both electronic and paper sign in sheets.</p> <p>Staff Responsible for Monitoring: PTA board, Family Liaison, Campus Administrators, Campus Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Parent training/support classes will be provided at least one time per semester. Topics will be chosen based on parent surveys and parental input.</p> <p>Strategy's Expected Result/Impact: Parents will feel more confident in addressing social and emotional development, academics,</p>	Formative		
	Dec	Mar	May

or behavioral concerns using developmentally appropriate practices.

Staff Responsible for Monitoring: Parent Liaison, Campus Administrators

ESF Levers:

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Outcome 1: . Culture & Climate





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Performance Objective 2: By May 26, 2023, Gonzalez School for Young Children will increase our number of consistent campus volunteers to a minimum of 10 individuals (each volunteering at least twice per semester).

Evaluation Data Sources: Volunteer sign in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilizing the campus Volunteer Coordinator/Family Liaison specific volunteer opportunities will be communicated to families and parents, such as Very Important Parking Parents/Copy Parents/Marquees, Library Reader, etc. Cleared volunteers will be recruited to help with campus and classroom tasks.</p> <p>Strategy's Expected Result/Impact: Increase in campus volunteers at school and PTA events.</p> <p>Staff Responsible for Monitoring: Family Liaison, PTA Board, Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of the Watch Dog Dads program.</p> <p>Strategy's Expected Result/Impact: At least 15 fathers/males will participate in the Watch Dog Dads program.</p> <p>Staff Responsible for Monitoring: Family Liaison, School Counselor, Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Volunteer recognitions will be provided at least monthly, such as providing certificates, social media recognition, and/or a Volunteer Wall of Fame.</p> <p>Strategy's Expected Result/Impact: We hope to increase our number of volunteers by showing our gratitude for those parents/volunteers that give back to our campus.</p> <p>Staff Responsible for Monitoring: Family Liaison, Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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Performance Objective 3: By May 26, 2023, Gonzalez School for Young Children will obtain an attendance rate of at least 95%.

Evaluation Data Sources: Attendance data/District Attendance Dashboard

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Consistent communication with parents, both written and verbal, will be utilized to provide support and resources to families as a means of increasing student attendance. Some platforms for providing resources and support may include the DISD Family Centers, the annual campus Resource Fair, community resource information provided by the Counselor or Family Liaison, etc.</p> <p>Strategy's Expected Result/Impact: Meeting the needs of our families to help support an increase in attendance.</p> <p>Staff Responsible for Monitoring: Attendance committee, Campus Administrators, Receptionist, Nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incentives and recognitions will be utilized to reinforce good and perfect attendance. These may include certificates, spirit sticks, ceremonies, etc.</p> <p>Strategy's Expected Result/Impact: Increase motivation for the children to attend school when not sick.</p> <p>Staff Responsible for Monitoring: Attendance committee, Campus Administrators, School Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Gonzales School for Young Children

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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