

Denton Independent School District



2026-2027 District Improvement Plan

Mission Statement

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

Value Statement

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The District Educational Improvement Council (DEIC) reviewed district data Spring of 2026 to include attendance data, STAAR assessment data, district common assessment data, Employee Engagement Survey data, Family Engagement Survey data, professional development data, Emergent Bilingual data, Special Education data, McKinney-Vento data, At-Risk data, Economically Disadvantaged data, and more. After reviewing various data, the DEIC identified strengths and developed Priority Problem Statements along with root causes. The needs assessment was compared to the previous District Improvement Plan and Board Guiding Outcomes. Performance Objectives and strategies to support attainment were created in alignment with the district's True North Compass Points as follows:

1. Excellence in Student Outcomes - Establishing clear goals with robust support systems and meaningful accountability measures to ensure every student thrives
2. Exceptional Workplace - Creating an environment with transparent expectations, comprehensive support, and foster professional agency for all staff
3. Reciprocal Partnerships - Building collaborative relationships with students, families, and communities while maintaining high standards
4. Responsible Stewardship - Strategically allocating resources based on district needs and purpose-driven initiatives



Demographics

Summary

Denton Independent School District has been committed to providing a quality education since it was founded in 1882. The district – located about 25 miles north of Dallas and Fort Worth – encompasses 186 square miles and contains all or parts of 18 cities, communities or major developments. Denton ISD includes 4 comprehensive high schools, 9 middle schools, 26 elementary schools, 1 early childhood campus, an alternative accelerated high school, an advanced career and technology high school, and other specialized schools and centers.

Denton ISD has over 32,000 students enrolled. In reviewing demographic information it is important to note the following:

- 18,631 students (56.16%) have been identified as at-risk which is an increase from the 2024-2025 school year where 14,966 students (44.90%) were identified as at-risk.
- 6,341 students (19.41%) have been identified as Emergent Bilingual which is a slight decrease from the 2024-2025 school year where 7,096 students (19.75%) were identified as Emergent Bilingual.
- 3,749 students participate in the Emergent Bilingual (EB) program.
- 2,755 students participate in the Bilingual program.

2025-2026 Fall PEIMS School Population

School Population	Count	Percent
Student Total	33,177	100.00%
EE	158	0.48%
PK	1,481	4.46%
KG	2,238	6.75%
01	2,326	7.01%
02	2,422	7.30%
03	2,411	7.27%
04	2,542	7.66%
05	2,424	7.31%
06	2,389	7.20%
07	2,479	7.47%
08	2,384	7.19%
09	2,503	7.54%
10	2,482	7.48%
11	2,471	7.45%
12	2,467	7.44%
Not Enrolled on Snapshot (*Notes*)	380	

2025-2026 Fall PEIMS Student Demographics

Gender

Female	16,207	48.85%
Male	16,970	51.15%
Ethnicity		
Hispanic-Latino	11,832	35.66%
Race		
American Indian - Alaskan Native	90	0.27%
Asian	1,738	5.24%
Black - African American	7,362	22.19%
Native Hawaiian - Pacific Islander	47	0.14%
White	10,235	30.85%
Two-or-More	1,873	5.65%

2025-2026 Fall PEIMS Student Indicators

Student Indicators

At-Risk	18,631	56.16%
Foster Care	97	0.29%
IEP Continuer	27	0.08%
Immigrant	872	2.63%
Intervention Indicator	2,024	6.10%
Migratory	2	0.01%
Military Connected	556	1.68%
Transfer In Students	446	1.34%
Unschooler Asylee/Refugee	0	0.00%

Economic Disadvantage

Economic Disadvantage Total	16,275	49.06%
Free Meals	13,710	41.32%
Reduced-Price Meals	2,046	6.17%
Other Economic Disadvantage	519	1.56%

Homeless and Unaccompanied Youth

Homeless Status Total	449	1.35%
Shelter	21	0.06%
Doubled Up	399	1.20%
Unsheltered	0	0.00%
Hotel/Motel	29	0.09%
Not Unaccompanied Youth	390	1.18%
Is Unaccompanied Youth	59	0.18%

2025-2026 Fall PEIMS Special Education Services

Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	15	0.25%
Other health impairment	750	12.53%
Auditory impairment	87	1.45%
Visual impairment	18	0.30%
Deaf-Blind	6	0.10%
Intellectual disability	345	5.76%
Emotional disturbance	518	8.66%
Learning disability	2,254	37.66%
Speech impairment	890	14.87%
Autism	992	16.57%
Developmental delay	63	1.05%
Traumatic brain injury	3	0.05%
Noncategorical early childhood	44	0.74%

Instructional Settings

Speech Therapy	832	13.90%
Homebound	16	0.27%
Hospital Class	1	0.02%
Mainstream	1,260	21.05%
Resource Room	2,819	47.10%
VAC	25	0.42%
Off Home Campus	22	0.37%
State School	0	0.00%
Residential Care	25	0.42%
Self Contained	951	15.89%
Full-Time Early Childhood	33	0.55%
Nonpublic Day School	1	0.02%

Not only does the school district community support outstanding school facilities, it demands excellence in its educational programs. It is truly an educational community where citizens are highly engaged in education – especially with two major universities and a community college within its boundaries.

The higher education facilities include:

- University of North Texas (UNT)
- Texas Woman's University (TWU)
- North Central Texas College (NCTC)

The presence of 3 institutions of higher learning within the district sets a professional learning climate that engages everyone in the community. For example, with UNT boasting one of the best music programs in the nation, the district is one of few school districts nationwide to be recognized as one of the Best Communities for Music Education, a recognition that Denton ISD has earned for 18 consecutive years from the National Association of Music Merchants (NAMM) Foundation. The Denton ISD Art Program was named a 2025 District of Distinction by the Texas Art Education Association (TAEA). Not to be outdone, Denton ISD Theater Programs received the Exemplary District of Distinction Award from Texas Educational Theatre Association, Inc.

The 2025-2026 school year brought a repeat State Championship to the Ryan High School Girls' Basketball Team. Additionally, a reigning cross country State Champion held her title at Braswell High School.

Strengths

Knowing how important the teacher is to student achievement, Denton ISD has worked to retain our teachers which is why a focus on providing quality professional development remains a priority. When our staff continues to learn and grow professionally, they are able to directly impact the positive success of students and their achievement in the classroom. Teachers in Denton ISD have an average of 11.5 years of experience and 7.4 of those years have been spent in Denton ISD. That means while they may have started elsewhere, Denton ISD has been able to recruit and keep our valued teachers to raise the level of experience for our students to have the absolute best. The turnover rate of Denton ISD teachers is 18.2% compared to the state turnover rate of teachers at 21.4%.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ While attendance rates have increased over the past few years, we continue to experience lower attendance rates than we did prior to the pandemic. Having students, in class, learning directly from their teachers and peers is critical to student learning and student success.	Chronic absenteeism is at a rate of 13.9%. Students who are chronically absent tend to have lower academic achievement. Increasing student attendance rates is critical to student success and the overall academic performance of our campuses and district.
2★ Denton ISD has previously been a fast growth district. With declining enrollment for the current school year, Denton ISD must offer premiere school programs to increase enrollment and student retention. Competitive salaries and benefits in surrounding school districts have impacted staff hiring and retention.	Open enrollment in neighboring school districts coupled with increased school choice options has had a direct impact on current student enrollment.

★ = Priority

Student Learning

Summary

2025-26 STAAR Performance DENTON ISD (061901) - DENTON COUNTY

	School Year	State	Region 11	District
STAAR Performance Rates by Tested Grade, Subject, and Performance Level				
Grade 3 Reading				
At Approaches Grade Level or Above	2026	74%	75%	72%
	2025	77%	78%	75%
At Meets Grade Level or Above	2026	52%	53%	50%
	2025	52%	52%	51%
At Masters Grade Level	2026	26%	26%	24%
	2025	23%	23%	23%
Grade 3 Mathematics				
At Approaches Grade Level or Above	2026	68%	69%	64%
	2025	71%	72%	66%
At Meets Grade Level or Above	2026	46%	46%	41%
	2025	46%	47%	41%
At Masters Grade Level	2026	22%	22%	17%
	2025	19%	21%	16%
Grade 4 Reading				
At Approaches Grade Level or Above	2026	78%	78%	75%
	2025	81%	81%	79%
At Meets Grade Level or Above	2026	54%	55%	52%
	2025	54%	54%	52%
At Masters Grade Level	2026	24%	25%	24%
	2025	24%	23%	24%
Grade 4 Mathematics				
At Approaches Grade Level or Above	2026	69%	69%	63%
	2025	69%	69%	63%
At Meets Grade Level or Above	2026	50%	49%	44%
	2025	47%	46%	40%
At Masters Grade Level	2026	25%	24%	21%
	2025	24%	23%	21%
Grade 5 Reading				
At Approaches Grade Level or Above	2026	80%	80%	79%
	2025	77%	77%	76%
At Meets Grade Level or Above	2026	60%	60%	61%
	2025	58%	58%	56%

At Masters Grade Level	2026	35%	35%	35%
	2025	30%	30%	32%
Grade 5 Mathematics				
At Approaches Grade Level or Above	2026	76%	75%	71%
	2025	74%	73%	67%
At Meets Grade Level or Above	2026	49%	47%	41%
	2025	47%	46%	39%
At Masters Grade Level	2026	21%	19%	17%
	2025	22%	21%	18%
Grade 5 Science				
At Approaches Grade Level or Above	2026	66%	65%	58%
	2025	65%	64%	57%
At Meets Grade Level or Above	2026	38%	36%	27%
	2025	31%	30%	25%
At Masters Grade Level	2026	18%	17%	12%
	2025	12%	12%	9%
Grade 6 Reading				
At Approaches Grade Level or Above	2026	74%	75%	72%
	2025	77%	78%	78%
At Meets Grade Level or Above	2026	56%	56%	55%
	2025	56%	58%	57%
At Masters Grade Level	2026	30%	31%	33%
	2025	29%	30%	30%
Grade 6 Mathematics				
At Approaches Grade Level or Above	2026	74%	74%	69%
	2025	74%	75%	70%
At Meets Grade Level or Above	2026	40%	41%	30%
	2025	40%	41%	33%
At Masters Grade Level	2026	16%	15%	9%
	2025	16%	17%	12%
Grade 7 Reading				
At Approaches Grade Level or Above	2026	78%	78%	78%
	2025	76%	77%	75%
At Meets Grade Level or Above	2026	56%	56%	56%
	2025	54%	54%	53%
At Masters Grade Level	2026	32%	32%	33%
	2025	27%	27%	27%
Grade 7 Mathematics				
At Approaches Grade Level or Above	2026	51%	51%	32%
	2025	55%	56%	41%
At Meets Grade Level or Above	2026	32%	32%	14%
	2025	33%	34%	18%
At Masters Grade Level	2026	10%	10%	1%
	2025	11%	11%	1%
Grade 8 Reading				
At Approaches Grade Level or Above	2026	84%	84%	84%
	2025	82%	82%	82%
At Meets Grade Level or	2026	61%	61%	60%

Above	2025	58%	59%	61%
	2026	33%	33%	33%
At Masters Grade Level	2025	32%	32%	33%
Grade 8 Mathematics				
At Approaches Grade Level or Above	2026	75%	74%	69%
	2025	71%	70%	70%
At Meets Grade Level or Above	2026	49%	47%	41%
	2025	47%	46%	44%
At Masters Grade Level	2026	17%	15%	11%
	2025	18%	17%	15%
Grade 8 Science				
At Approaches Grade Level or Above	2026	77%	76%	74%
	2025	74%	73%	70%
At Meets Grade Level or Above	2026	55%	54%	53%
	2025	48%	47%	42%
At Masters Grade Level	2026	30%	29%	28%
	2025	19%	17%	14%
Grade 8 Social Studies				
At Approaches Grade Level or Above	2026	59%	59%	55%
	2025	58%	58%	56%
At Meets Grade Level or Above	2026	33%	34%	30%
	2025	32%	32%	30%
At Masters Grade Level	2026	17%	17%	13%
	2025	17%	17%	15%
End of Course English I				
At Approaches Grade Level or Above	2026	73%	73%	72%
	2025	69%	69%	68%
At Meets Grade Level or Above	2026	53%	54%	53%
	2025	49%	51%	50%
At Masters Grade Level	2026	12%	13%	12%
	2025	15%	15%	14%
End of Course English II				
At Approaches Grade Level or Above	2026	73%	73%	72%
	2025	72%	73%	70%
At Meets Grade Level or Above	2026	58%	58%	55%
	2025	55%	56%	54%
At Masters Grade Level	2026	9%	9%	7%
	2025	8%	8%	7%
End of Course Algebra I				
At Approaches Grade Level or Above	2026	83%	82%	80%
	2025	78%	76%	76%
At Meets Grade Level or Above	2026	51%	47%	45%
	2025	45%	43%	44%
At Masters Grade Level	2026	28%	26%	22%
	2025	27%	26%	25%
End of Course Biology				
At Approaches Grade Level or Above	2026	93%	94%	93%
	2025	92%	92%	92%

At Meets Grade Level or Above	2026	69%	69%	68%
	2025	61%	63%	62%
At Masters Grade Level	2026	34%	34%	32%
	2025	21%	22%	21%
End of Course U.S. History				
At Approaches Grade Level or Above	2026	93%	93%	93%
	2025	95%	95%	93%
At Meets Grade Level or Above	2026	69%	69%	69%
	2025	68%	69%	68%
At Masters Grade Level	2026	37%	37%	36%
	2025	37%	39%	38%
SAT/ACT All Subjects				
At Approaches Grade Level or Above	2026	87%	91%	94%
	2025	89%	91%	92%
At Meets Grade Level or Above	2026	58%	64%	68%
	2025	59%	62%	61%
At Masters Grade Level	2026	14%	15%	13%
	2025	13%	14%	8%
All Grades All Subjects				
At Approaches Grade Level or Above	2026	76%	76%	73%
	2025	75%	75%	72%
At Meets Grade Level or Above	2026	52%	52%	48%
	2025	50%	50%	47%
At Masters Grade Level	2026	24%	23%	21%
	2025	21%	21%	20%
All Grades ELA/Reading				
At Approaches Grade Level or Above	2026	77%	77%	75%
	2025	76%	76%	75%
At Meets Grade Level or Above	2026	56%	56%	55%
	2025	54%	55%	54%
At Masters Grade Level	2026	24%	24%	24%
	2025	23%	23%	23%
All Grades Mathematics				
At Approaches Grade Level or Above	2026	73%	73%	67%
	2025	72%	72%	67%
At Meets Grade Level or Above	2026	47%	46%	39%
	2025	45%	44%	39%
At Masters Grade Level	2026	20%	19%	15%
	2025	20%	20%	16%
All Grades Science				
At Approaches Grade Level or Above	2026	79%	79%	76%
	2025	78%	77%	74%
At Meets Grade Level or Above	2026	54%	54%	50%
	2025	47%	48%	44%
At Masters Grade Level	2026	28%	27%	24%
	2025	17%	17%	15%
All Grades Social Studies				
At Approaches Grade Level or	2026	77%	77%	75%

Above	2025	77%	78%	75%
At Meets Grade Level or Above	2026	52%	53%	50%
Above	2025	50%	52%	50%
At Masters Grade Level	2026	27%	27%	25%
	2025	27%	29%	27%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above				
3rd Graders				
Reading and Mathematics	2026	39%	40%	35%
	2025	39%	40%	35%
Reading and Mathematics Including EOC	2026	39%	40%	35%
	2025	39%	40%	35%
Reading Including EOC	2026	52%	53%	50%
	2025	52%	52%	51%
Math Including EOC	2026	46%	46%	41%
	2025	46%	47%	41%
4th Graders				
Reading and Mathematics	2026	42%	42%	38%
	2025	40%	40%	35%
Reading and Mathematics Including EOC	2026	42%	42%	38%
	2025	40%	40%	35%
Reading Including EOC	2026	54%	55%	52%
	2025	54%	54%	52%
Math Including EOC	2026	51%	50%	44%
	2025	47%	47%	40%
5th Graders				
Reading and Mathematics	2026	43%	42%	39%
	2025	42%	41%	36%
Reading and Mathematics Including EOC	2026	43%	42%	39%
	2025	42%	41%	36%
Reading Including EOC	2026	60%	60%	61%
	2025	58%	58%	56%
Math Including EOC	2026	49%	47%	41%
	2025	48%	46%	39%
6th Graders				
Reading and Mathematics	2026	37%	38%	28%
	2025	37%	38%	31%
Reading and Mathematics Including EOC	2026	37%	38%	28%
	2025	37%	38%	31%
Reading Including EOC	2026	56%	56%	55%
	2025	56%	58%	57%
Math Including EOC	2026	41%	42%	30%
	2025	41%	42%	33%
7th Graders				
Reading and Mathematics	2026	38%	38%	31%
	2025	36%	37%	32%
Reading and Mathematics Including EOC	2026	39%	39%	32%
	2025	38%	38%	33%

Reading Including EOC	2026	57%	57%	56%
	2025	54%	55%	53%
Math Including EOC	2026	44%	44%	35%
	2025	43%	43%	36%
8th Graders				
Reading and Mathematics	2026	31%	28%	24%
	2025	30%	28%	27%
Reading and Mathematics Including EOC	2026	47%	46%	40%
	2025	44%	43%	40%
Reading Including EOC	2026	61%	62%	60%
	2025	59%	60%	61%
Math Including EOC	2026	54%	52%	43%
	2025	51%	49%	44%
3rd - 8th Graders				
Reading and Mathematics	2026	39%	39%	33%
	2025	38%	38%	33%
Reading and Mathematics Including EOC	2026	41%	41%	35%
	2025	40%	40%	35%
Reading Including EOC	2026	57%	57%	56%
	2025	55%	56%	55%
Math Including EOC	2026	47%	47%	39%
	2025	46%	46%	39%

STAAR 3-8 SCE At Risk Report 2024-2025 Compared to 2025-2026

Grade Tested 03							
		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	6.0%	8.7%	2.7%	9.2%	11.5%	2.3%
	Not At Risk	25.1%	26.4%	1.3%	36.3%	40.7%	4.4%
	Gap	19.1	17.7	-1.4	27.1	29.2	2.1
Meets	At Risk	25.2%	24.4%	-0.8%	29.7%	32.8%	3.1%
	Not At Risk	54.4%	58.7%	4.3%	68.8%	70.5%	1.7%
	Gap	29.2	34.3	5.1	39.1	37.7	-1.4
Approaches	At Risk	50.7%	48.4%	-2.3%	60.4%	58.3%	-2.1%
	Not At Risk	78.4%	81.6%	3.2%	88.1%	88.7%	0.6%
	Gap	27.7	33.2	5.5	27.7	30.4	2.7
Did Not Meet	At Risk	49.3%	51.6%	2.3%	39.6%	41.7%	2.1%
	Not At Risk	21.6%	18.4%	-3.2%	11.9%	11.3%	-0.6%
	Gap	-27.7	-33.2	-5.5	-27.7	-30.4	-2.7

Grade Tested 04							
		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	8.0%	8.4%	0.4%	7.9%	9.9%	2.0%
	Not At Risk	32.5%	34.3%	1.8%	38.7%	41.1%	2.4%
	Gap	24.5	25.9	1.4	30.8	31.2	0.4
Meets	At Risk	20.6%	23.7%	3.1%	28.0%	31.2%	3.2%
	Not At Risk	58.0%	64.5%	6.5%	73.6%	73.8%	0.2%
	Gap	37.4	40.8	3.4	45.6	42.6	-3

Approaches	At Risk	43.3%	42.8%	-0.5%	62.7%	58.7%	-4.0%
	Not At Risk	80.4%	84.6%	4.2%	93.2%	91.1%	-2.1%
	Gap	37.1	41.8	4.7	30.5	32.4	1.9
Did Not Meet	At Risk	56.7%	57.2%	0.5%	37.3%	41.3%	4.0%
	Not At Risk	19.6%	15.4%	-4.2%	6.8%	8.9%	2.1%
	Gap	-37.1	-41.8	-4.7	-30.5	-32.4	-1.9

Grade Tested 05

		Math			Reading/ELA			Science		
		2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	6.6%	6.5%	-0.1%	11.8%	17.6%	5.8%	1.4%	3.6%	2.2%
	Not At Risk	27.4%	29.4%	2.0%	47.2%	56.8%	9.6%	15.8%	21.9%	6.1%
	Gap	20.8	22.9	2.1	35.4	39.2	3.8	14.4	18.3	3.9
Meets	At Risk	17.6%	21.1%	3.5%	32.8%	41.8%	9.0%	6.9%	11.3%	4.4%
	Not At Risk	56.8%	65.2%	8.4%	74.3%	83.5%	9.2%	38.9%	44.9%	6.0%
	Gap	39.2	44.1	4.9	41.5	41.7	0.2	32	33.6	1.6
Approaches	At Risk	46.5%	54.8%	8.3%	59.4%	66.8%	7.4%	34.1%	39.5%	5.4%
	Not At Risk	83.4%	88.6%	5.2%	88.1%	95.0%	6.9%	74.7%	80.4%	5.7%
	Gap	36.9	33.8	-3.1	28.7	28.2	-0.5	40.6	40.9	0.3
Did Not Meet	At Risk	53.5%	45.2%	-8.3%	40.6%	33.2%	-7.4%	65.9%	60.5%	-5.4%
	Not At Risk	16.6%	11.4%	-5.2%	11.9%	5.0%	-6.9%	25.3%	19.6%	-5.7%
	Gap	-36.9	-33.8	3.1	-28.7	-28.2	0.5	-40.6	-40.9	-0.3

Grade Tested 06

		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	4.0%	1.9%	-2.1%	11.3%	13.7%	2.4%
	Not At Risk	18.7%	19.2%	0.5%	46.2%	60.9%	14.7%
	Gap	14.7	17.3	2.6	34.9	47.2	12.3
Meets	At Risk	14.2%	11.6%	-2.6%	35.5%	35.0%	-0.5%
	Not At Risk	48.2%	56.3%	8.1%	74.9%	84.4%	9.5%
	Gap	34	44.7	10.7	39.4	49.4	10
Approaches	At Risk	52.7%	53.7%	1.0%	63.3%	56.4%	-6.9%
	Not At Risk	82.1%	90.4%	8.3%	89.6%	94.0%	4.4%
	Gap	29.4	36.7	7.3	26.3	37.6	11.3
Did Not Meet	At Risk	47.3%	46.3%	-1.0%	36.7%	43.6%	6.9%
	Not At Risk	17.9%	9.6%	-8.3%	10.4%	6.0%	-4.4%
	Gap	-29.4	-36.7	-7.3	-26.3	-37.6	-11.3

Grade Tested 07

		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	0.3%	0.2%	-0.1%	8.6%	14.9%	6.3%
	Not At Risk	2.6%	4.3%	1.7%	42.7%	60.1%	17.4%
	Gap	2.3	4.1	1.8	34.1	45.2	11.1
Meets	At Risk	7.5%	6.8%	-0.7%	28.1%	36.2%	8.1%
	Not At Risk	30.6%	33.7%	3.1%	73.1%	83.3%	10.2%
	Gap	23.1	26.9	3.8	45	47.1	2.1
Approaches	At Risk	25.9%	21.4%	-4.5%	55.6%	65.0%	9.4%
	Not At Risk	58.8%	62.6%	3.8%	90.0%	96.9%	6.9%
	Gap	32.9	41.2	8.3	34.4	31.9	-2.5
Did Not Meet	At Risk	74.1%	78.6%	4.5%	44.4%	35.0%	-9.4%
	Not At Risk	41.2%	37.4%	-3.8%	10.0%	3.1%	-6.9%
	Gap	22.9	41.2	18.3	24.4	21.9	-2.5

Grade Tested 08

		Math			Reading/ELA			Science			Social Studies		
		2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	4.8%	2.6%	-2.2%	12.8%	15.1%	2.3%	2.9%	10.3%	7.4%	3.5%	3.5%	0.0%
	Not At Risk	23.6%	24.6%	1.0%	53.7%	65.2%	11.5%	25.0%	59.0%	34.0%	26.4%	30.6%	4.2%
	Gap	18.8	22	3.2	40.9	50.1	9.2	22.1	48.7	26.6	22.9	27.1	4.2
Meets	At Risk	21.8%	21.8%	0.0%	38.1%	42.0%	3.9%	18.1%	32.2%	14.1%	9.6%	11.7%	2.1%
	Not At Risk	64.4%	70.8%	6.4%	81.9%	89.4%	7.5%	65.1%	86.6%	21.5%	48.8%	58.9%	10.1%
	Gap	42.6	49	6.4	43.8	47.4	3.6	47	54.4	7.4	39.2	47.2	8
Approaches	At Risk	49.7%	52.9%	3.2%	67.3%	75.1%	7.8%	49.9%	59.7%	9.8%	31.5%	35.0%	3.5%
	Not At Risk	86.1%	93.4%	7.3%	93.0%	97.9%	4.9%	86.3%	96.2%	9.9%	77.3%	88.2%	10.9%
	Gap	36.4	40.5	4.1	25.7	22.8	-2.9	36.4	36.5	0.1	45.8	53.2	7.4
Did Not Meet	At Risk	50.3%	47.1%	-3.2%	32.7%	24.9%	-7.8%	50.1%	40.3%	-9.8%	68.5%	65.0%	-3.5%
	Not At Risk	13.9%	6.6%	-7.3%	7.0%	2.1%	-4.9%	13.7%	3.8%	-9.9%	22.7%	11.8%	-10.9%
	Gap	-36.4	-40.5	-4.1	-25.7	-22.8	2.9	-36.4	-36.5	-0.1	-45.8	-53.2	-7.4

Strengths

- Graduation rates remain high.
- Students are offered multiple opportunities to receive dual credit, IB, and AP credits.
- 5 elementary campuses received STAAR Distinction Designations in the following areas: Top 25% Comparative Closing the Gaps (1), Academic Achievement in Reading/Language Arts (1), Academic Achievement in Mathematics (1), Academic Achievement in Science (3), Postsecondary Readiness (1), Top 25% Comparative Academic Growth (1)
- 2 middle school campuses received STAAR Distinction Designations in the following areas: Academic Achievement in Reading/Language Arts (1), Academic Achievement in Science (1)
- 2 high school campuses received STAAR Distinction Designations in the following areas: Academic Achievement in Math (1), Academic Achievement in Reading/Language Arts (1), Academic Achievement in Science (1)

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Student STAAR scores have declined when compared to State averages	Lack of systems for monitoring and ensuring a Guaranteed and Viable Curriculum are being utilized with fidelity
2 ★ Students from all demographics and backgrounds need access to a variety of college, career, military, and life readiness skills so they are prepared to thrive and succeed upon graduation.	To ensure career, college, and military readiness, students must be introduced to advanced course opportunities and career and technical educational programs of study prior to high school. Navigating CTE pathways, industry-based certifications, dual credit, and/or AP credit assessments requires early engagement so that students and families can align choices with student interests.

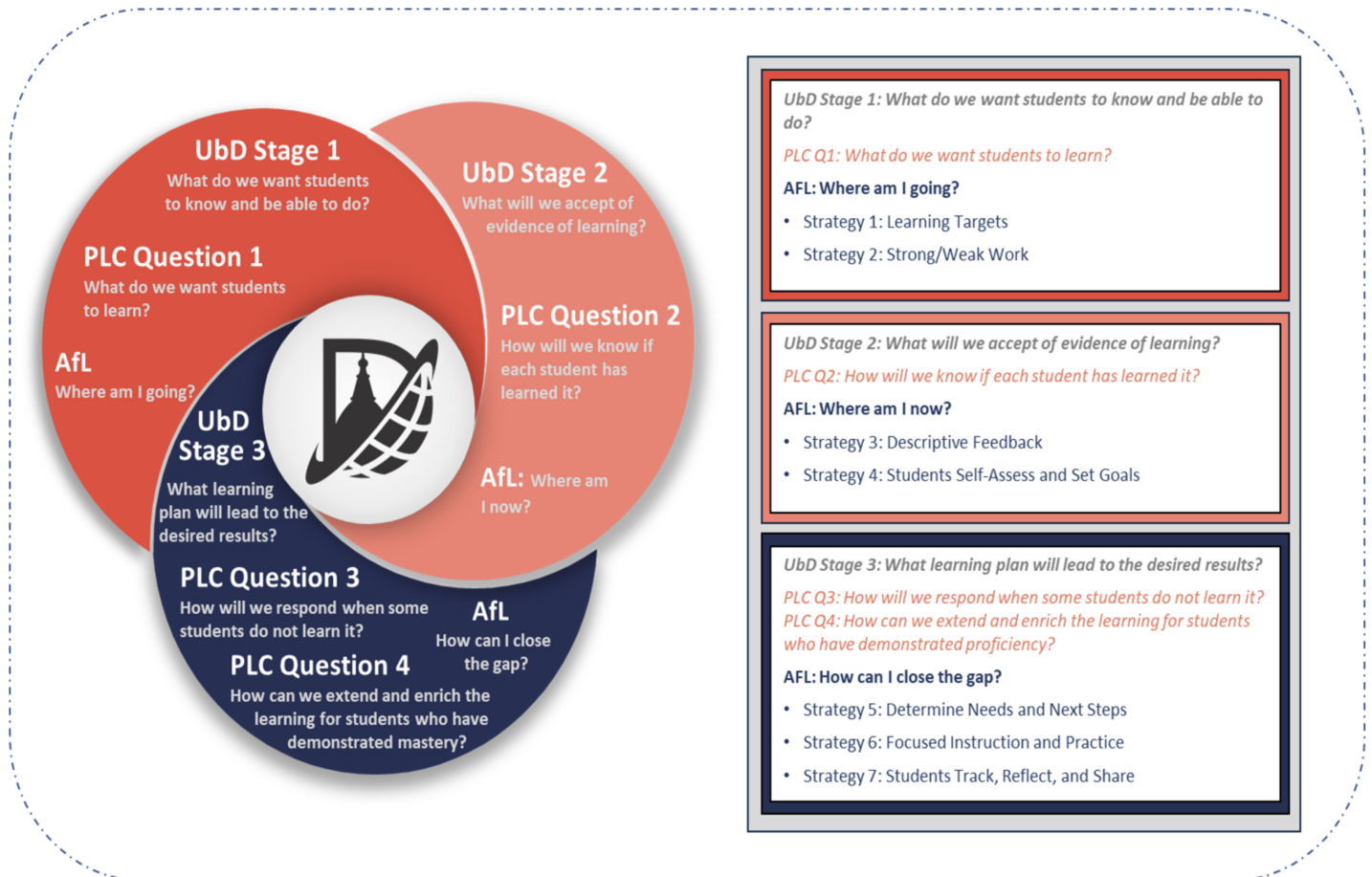
★ = Priority

District Processes & Programs

Summary

Instruction

The Denton ISD Instructional Framework guides teaching and learning practices.



The Denton ISD **instructional framework** communicates our beliefs and establishes the shared language of instructional actions used to ensure student learning.

Additional Instructional Programs Emergent Bilingual (EB) and English as a Second Language (ESL) Programs

The mission of the Emergent Bilingual and English as a Second Language Program is to ensure academic success for all emergent bilinguals by providing the most effective and innovative practices while fostering and enriching a positive identity with our students' language and cultural heritage. The EB/ESL Department provides training to teachers, administrators, and staff throughout the school year. EB/ESL instructional coaches and facilitators provide campus support to meet the academic needs of Emergent Bilingual students.

- 3,749 students participate in the Emergent Bilingual (EB) program.
- 2,755 students participate in the Bilingual program.

Extracurriculars Athletics

Denton ISD's Athletic Department focuses on "Building Champions for Life." The mission of the Denton ISD Athletic Department reads as, "We are committed to excellence in athletics as part of our larger commitment to excellence in education." The following values are communicated and expected in all athletic programs across the district:

Excellence - Relentless pursuit of excellence
Integrity - Acting with honor in all situations
Humility - Promoting others before self

Fine Arts

Denton ISD Fine Arts programs are supported and celebrated by the communities they serve in the district. DISD's Fine Arts programs are a part of the vibrant music and art scene that Denton and its surrounding areas are well-known for across the state. Teachers engage in on-going professional growth that translates to excellent teaching for our students in a wide range of fine arts instruction including: general music, visual art, band, choir, orchestra, dance, and theatre arts.

Teach Denton

Denton ISD has established a grow your own program that provides a clear path for Denton ISD students to become Denton ISD teachers. Teach Denton creates a talent pool that offers opportunities for Denton ISD students who exhibit natural teaching talents and traits. As students are identified, mentors support students allowing them to gain real world knowledge and experience in the field.

Technology

Denton ISD is among the state's leaders in incorporating technology in and out of the classroom for students and staff, ensuring that they have the tools necessary to succeed. The technology division's five departments - Enterprise Information Systems, Systems Infrastructure, Integrations, Network Infrastructure, and Technology Services - provide seamless resources and support that allow for information to be delivered to users as effortlessly as possible.

Making sure our students' educational experience is enhanced through the use of technology is something the district, and its technology division, strive for every day. Denton ISD understands that as technology evolves, our students, teachers, and staff must have the means to evolve, too.

Strengths

- The Denton ISD Instructional Framework guides instructional actions to ensure student learning.
- The Teaching & Learning Department provides continuous support to new teachers and staff by providing ongoing professional development.
- Students compete and succeed at high levels in various extracurriculars.

Perceptions

Summary

According to the Gallup Family Engagement Survey for Denton ISD, the Family Engagement Mean (average response to three family engagement items, based on a 1-5 scale) was 4.09. The three key items that help measure engagement are related to how well the school delivers on their promises, how proud parents feel of their child's school, and how perfect they believe the school is for their child.

When measuring the five drivers of family engagement (school environment, academic standards, strength and development, school communications, and school leadership), Denton ISD's District average response was 4.06.

According to the Gallup Employee Engagement Survey for Denton ISD, the Employee Engagement Mean was 4.04 with 50% of employees engaged. The change from the previous Employee Engagement Mean was +0.06 (as the previous mean was 3.98).

Volunteer participation is strong with increasing volunteer hours amongst the many campuses.

The district has established partnerships with local businesses and organizations who provide services. Partnerships with organizations such as the University of North Texas allow Denton ISD to support pre-service teachers while mutually benefitting from increasing the pool of highly qualified applicants who want to work in Denton ISD. The Human Resources Department has worked to obtain a continued grant to support administrator interns/residents who are able to assist campus administrators and gain needed experience in the area of educational leadership.

The Superintendent holds listening tours at each campus. These meetings are attended by district leaders, Board members, campus administrators, teachers, and staff. Listening tours provide an opportunity for staff to share joys and concerns, ask questions, and hear updates.

Strengths

- Staff Engagement scores have increased.
- Family Engagement scores have increased.
- Volunteer participation is strong.
- District partnerships with community partners continue to grow.
- Listening tours provide an opportunity to learn areas we can improve.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ While The Gallup Employee Engagement Mean increased overall in 2025, employee engagement particularly related to the following indicators can continue to increase (lending to increased employee retention); 1. In the last seven days I have received recognition or praise for doing good work. 2. My supervisor, or someone at work, seems to care about me as a person.	With increased instructional expectations, new State-adopted High Quality Instructional Materials, and differentiated student needs, staff are working extremely hard to ensure student growth and increased student achievement. Without intentional recognition and genuine care, employee engagement and staff retention rates can decline.
2 ★ While Family Engagement scores have increased, Denton ISD is continuously looking to improve programs and practices.	Many families are unfamiliar with ways to be engaged in their campus communities and in their child's learning. At Denton ISD we recognize parents choose to send their students to our campuses. We want to ensure we engage and partner with our families for educational outcomes.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student STAAR scores have declined when compared to State averages

Lack of systems for monitoring and ensuring a Guaranteed and Viable Curriculum are being utilized with fidelity

2
★

While attendance rates have increased over the past few years, we continue to experience lower attendance rates than we did prior to the pandemic. Having students, in class, learning directly from their teachers and peers is critical to student learning and student success.

Chronic absenteeism is at a rate of 13.9%. Students who are chronically absent tend to have lower academic achievement. Increasing student attendance rates is critical to student success and the overall academic performance of our campuses and district.

3
★

Denton ISD has previously been a fast growth district. With declining enrollment for the current school year, Denton ISD must offer premiere school programs to increase enrollment and student retention. Competitive salaries and benefits in surrounding school districts have impacted staff hiring and retention.

Open enrollment in neighboring school districts coupled with increased school choice options has had a direct impact on current student enrollment.

4
★

While The Gallup Employee Engagement Mean increased overall in 2025, employee engagement particularly related to the following indicators can continue to increase (lending to increased employee retention); 1. In the last seven days I have received recognition or praise for doing good work. 2. My supervisor, or someone at work, seems to care about me as a person.

With increased instructional expectations, new State-adopted High Quality Instructional Materials, and differentiated student needs, staff are working extremely hard to ensure student growth and increased student achievement. Without intentional recognition and genuine care, employee engagement and staff retention rates can decline.

5
★

Students from all demographics and backgrounds need access to a variety of college, career, military, and life readiness skills so they are prepared to thrive and succeed upon graduation.

To ensure career, college, and military readiness, students must be introduced to advanced course opportunities and career and technical educational programs of study prior to high school. Navigating CTE pathways, industry-based certifications, dual credit, and/or AP credit assessments requires early engagement so that students and families can align choices with student interests.

6



While Family Engagement scores have increased, Denton ISD is continuously looking to improve programs and practices.

Many families are unfamiliar with ways to be engaged in their campus communities and in their child's learning. At Denton ISD we recognize parents choose to send their students to our campuses. We want to ensure we engage and partner with our families for educational outcomes.

★ = Priority



Compass Points

Compass Point 1

Excellence in Student Outcomes -
Establishing clear goals with robust support
systems and meaningful accountability
measures to ensure every student thrives.

Performance Objective 1

By July 2027, 100% of our Denton ISD campuses will be eligible for distinctions, up from 77% (preliminary 2026), and Denton ISD will increase to earning 56% of the eligible distinctions, up from 13% (2025).

Evaluation Data Source: STAAR

STAAR ALT

STAAR EOC

State Report Cards

District Common Assessments

Strategy 1

Provide professional learning aligned to high-impact instructional strategies associated with increased student achievement.

Strategy's Expected Result/Impact: Increased percentage of campuses eligible for distinctions
Increased percentage of of campuses earning distinctions

Staff Responsible for Monitoring: Chief Academic Officer
Executive Director of Teaching & Learning

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

December

March

May

May

Strategy 2

Administer regular formative and common assessments tied to priority standards.

Strategy's Expected Result/Impact: Increased percentage of campuses eligible for distinctions
Increased percentage of of campuses earning distinctions

Staff Responsible for Monitoring: Chief Academic Officer
Executive Director of Teaching & Learning
Assistant Superintendent of School Leadership & Academic Programs
Area Superintendents

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

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May

Strategy 3

Denton ISD district and campus leaders will utilize district-level, campus-level, and student-level data to identify trends, monitor subgroup performance, and develop targeted action plans.

Strategy's Expected Result/Impact: Increased percentage of campuses eligible for distinctions
Increased percentage of of campuses earning distinctions

Staff Responsible for Monitoring: Chief Academic Officer
Assistant Superintendent of School Leadership and Academic Programs
Director of Data Integrity
Executive Director of Teaching & Learning
Area Superintendents
Executive Director of Federal Programs & Accountability

Problem Statements: Student Learning 1

Formative Reviews

December

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Strategy 4

Analyze district common assessment data to identify students needing acceleration toward advanced performance.

Strategy's Expected Result/Impact: Increased percentage of campuses eligible for distinctions
Increased percentage of of campuses earning distinctions

Staff Responsible for Monitoring: Chief Academic Officer
Assistant Superintendent of School Leadership and Academic Programs
Director of Data Integrity
Executive Director of Teaching & Learning
Area Superintendents
Executive Director of Federal Programs & Accountability

Problem Statements: Student Learning 1

Formative Reviews

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Strategy 5

Campus leaders will conduct regular classroom observations focused on rigorous instruction, student engagement, and alignment to district expectations.

Strategy's Expected Result/Impact: Increased percentage of campuses eligible for distinctions
Increased percentage of of campuses earning distinctions

Staff Responsible for Monitoring: Chief Academic Officer
Assistant Superintendent of School Leadership and Academic Programs
Director of Data Integrity
Area Superintendents
Executive Director of Teaching & Learning

Problem Statements: Student Learning 1

Formative Reviews

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Strategy 6

Monitor daily attendance trends and respond proactively to emerging concerns.

Strategy's Expected Result/Impact: Increased student attendance resulting in additional campuses in
Quartile 1 of accountability domains
Increased percentage of campuses eligible for distinctions
Increased percentage of of campuses earning distinctions

Staff Responsible for Monitoring: Assistant Superintendent of School Leadership and Academic
Programs
Executive Director of Student Support Services
Campus Administrators

Problem Statements: Demographics 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While attendance rates have increased over the past few years, we continue to experience lower attendance rates than we did prior to the pandemic. Having students, in class, learning directly from their teachers and peers is critical to student learning and student success.	Chronic absenteeism is at a rate of 13.9%. Students who are chronically absent tend to have lower academic achievement. Increasing student attendance rates is critical to student success and the overall academic performance of our campuses and district.
2	Denton ISD has previously been a fast growth district. With declining enrollment for the current school year, Denton ISD must offer premiere school programs to increase enrollment and student retention. Competitive salaries and benefits in surrounding school districts have impacted staff hiring and retention.	Open enrollment in neighboring school districts coupled with increased school choice options has had a direct impact on current student enrollment.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student STAAR scores have declined when compared to State averages	Lack of systems for monitoring and ensuring a Guaranteed and Viable Curriculum are being utilized with fidelity

Performance Objective 2

By June 2027, 49% of Elementary students, 44% of Middle School Students, and 40% of High School students will meet expected progress on TELPAS.

Evaluation Data Source: TELPAS Results

Strategy 1

Provide ongoing professional development for teachers serving Emergent Bilingual students as it relates to curriculum and instruction, assessment, and language acquisition.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased progress towards the English Language Proficiency Standards

Staff Responsible for Monitoring: Director of Bilingual and ESL Programs

Problem Statements: Student Learning 1

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student STAAR scores have declined when compared to State averages

Lack of systems for monitoring and ensuring a Guaranteed and Viable Curriculum are being utilized with fidelity

Performance Objective 3

Increase students who have met college readiness percentages.

1. Increase participation AND passing rate of students taking the TSIA2
2. Increase participation in AP course and AP exam participation
3. Increase percentage of students achieving the minimum score on SAT math and reading in order to receive CCMR point

Evaluation Data Source: TSIA2 Assessment

AP Course Registrations

AP Examinations

Career Craft Tracker

Strategy 1

Increase parent/student communication and devise a marketing plan in collaboration with district public communications about opportunities for preparedness and participation for college readiness assessments

Strategy's Expected Result/Impact: Percentage of students meeting CCMR requirements increases
Percentage of students identified as college, career, and/or military ready increases

Staff Responsible for Monitoring: Chief Academics Officer

Director of Career and Technical Education

Executive Director of Teaching & Learning

Director of Advanced Academics

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 2

Embed TSIA2 review in English I course and Geometry course and provide professional learning to these course teachers to support student preparedness for TSIA2.

Strategy's Expected Result/Impact: Percentage of students meeting CCMR requirements increases
Percentage of students identified as college, career, and/or military ready increases

Staff Responsible for Monitoring: Chief Academics Officer
Director of Career and Technical Education
Executive Director of Teaching & Learning
Director of Advanced Academics

Problem Statements: Student Learning 2

Formative Reviews

December

March

May

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Strategy 3

Provide professional learning for "Advancing Futures" and progress monitoring for all campus leaders, central leadership and AP/Honors teachers.

Strategy's Expected Result/Impact: Percentage of students meeting CCMR requirements increases
Percentage of students identified as college, career, and/or military ready increases

Staff Responsible for Monitoring: Chief Academics Officer
Director of Career and Technical Education
Executive Director of Teaching & Learning
Director of Advanced Academics

Problem Statements: Student Learning 2

Formative Reviews

December

March

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May

Strategy 4

Implement campus goal setting to increase overall and specific sub-population participation in AP/Honors course work and AP exam participation.

Strategy's Expected Result/Impact: Percentage of students meeting CCMR requirements increases
Percentage of students identified as college, career, and/or military ready increases

Staff Responsible for Monitoring: Chief Academics Officer
Director of Career and Technical Education
Executive Director of Teaching & Learning
Director of Advanced Academics

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 5

Provide Practice SAT Days.

Strategy's Expected Result/Impact: Percentage of students meeting CCMR requirements increases
Percentage of students identified as college, career, and/or military ready increases

Staff Responsible for Monitoring: Chief Academics Officer
Director of Career and Technical Education
Executive Director of Teaching & Learning
Director of Advanced Academics

Problem Statements: Student Learning 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement Root Cause

2

Students from all demographics and backgrounds need access to a variety of college, career, military, and life readiness skills so they are prepared to thrive and succeed upon graduation.

To ensure career, college, and military readiness, students must be introduced to advanced course opportunities and career and technical educational programs of study prior to high school. Navigating CTE pathways, industry-based certifications, dual credit, and/or AP credit assessments requires early engagement so that students and families can align choices with student interests.

Performance Objective 4

Increase the number of Denton ISD graduates earning the Career Readiness CCMR indicator through completion of a Program of Study and attainment of an aligned industry-based certification by 7% over the next five years.

Strategy 1

Develop and maintain a districtwide system for monitoring each student's progress towards CCMR indicators for parents and students.

Strategy's Expected Result/Impact: Increase in percentages of students earning industry-based certifications
Increase in percentages of students earning CCMR point(s)

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 2

Annually evaluate industry-based certifications based on alignment, IBC tier, student pass rates, cost, instructional requirements, and value to employers and postsecondary partners. Discontinue or replace certifications demonstrating persistently low student attainment. Prioritize higher tiered IBC opportunities.

Strategy's Expected Result/Impact: Increase in percentages of students earning industry-based certifications
Increase in percentages of students earning CCMR point(s)

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 3

Conduct annual reviews of juniors to identify CTE completers who have not earned an aligned IBC and students who have earned an IBC but are not on track to complete the aligned Program of Study and develop targeted interventions.

Strategy's Expected Result/Impact: Increase in percentages of students earning industry-based certifications
Increase in percentages of students earning CCMR point(s)

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 2

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students from all demographics and backgrounds need access to a variety of college, career, military, and life readiness skills so they are prepared to thrive and succeed upon graduation.

To ensure career, college, and military readiness, students must be introduced to advanced course opportunities and career and technical educational programs of study prior to high school. Navigating CTE pathways, industry-based certifications, dual credit, and/or AP credit assessments requires early engagement so that students and families can align choices with student interests.

Performance Objective 5

Increase the number of Denton ISD students who complete a Program of Study connected to regional high-wage, high-skill, and in-demand occupations by 8% over the next five years.

Evaluation Data Source: Industry-based certifications
Career Craft

Strategy 1

Ensure all middle school students develop an individualized CCMR plan that identifies a postsecondary goal and, where appropriate, a CTE Program of Study aligned with the student's interests, aptitudes, and career goals.

Strategy's Expected Result/Impact: Increase in percentages of students earning industry-based certifications
Increase in percentages of students earning CCMR point(s)

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 2

Establish a process to ensure students and families understand Career Readiness including required courses, work-based learning opportunities, aligned industry-based certifications, and requirements for becoming a CTE Completer. Encourage parents to regularly monitor students' progress towards their CCMR goal.

Strategy's Expected Result/Impact: Increase in percentages of students earning industry-based certifications

Increase in percentages of students earning CCMR point(s)

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 2

Formative Reviews

December

March

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May

Strategy 3

Expand access to high-demand CTE Programs of Study through the development of a new CTE-focused campus that increases program capacity and creates additional opportunities connected to regional high-wage, high-skill, and in-demand occupations.

Strategy's Expected Result/Impact: Increase in percentages of students earning industry-based certifications

Increase in percentages of students earning CCMR point(s)

Staff Responsible for Monitoring: Chief Academic Officer

Director of Career and Technical Education

Executive Director of Teaching & Learning

Problem Statements: Student Learning 2

Formative Reviews

December

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Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students from all demographics and backgrounds need access to a variety of college, career, military, and life readiness skills so they are prepared to thrive and succeed upon graduation.

To ensure career, college, and military readiness, students must be introduced to advanced course opportunities and career and technical educational programs of study prior to high school. Navigating CTE pathways, industry-based certifications, dual credit, and/or AP credit assessments requires early engagement so that students and families can align choices with student interests.

Performance Objective 6

Increase the number of students meeting Military Readiness CCMR Goals.

Evaluation Data Source: ASVAB Assessment

Strategy 1

Ensure all students enrolled in ROTC take the ASVAB Assessment.

Strategy's Expected Result/Impact: Increase in percentage of students meeting military readiness requirements on the ASVAB Assessment

Staff Responsible for Monitoring: Chief Academics Officer
Director of Career and Technical Education
Executive Director of Teaching & Learning
Director of Advanced Academics

Problem Statements: Student Learning 2

Formative Reviews

December

March

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May

Strategy 2

Provide opportunities for students not enrolled in ROTC to take the ASVAB Assessment.

Strategy's Expected Result/Impact: Increase in percentage of students meeting military readiness requirements on the ASVAB Assessment

Staff Responsible for Monitoring: Chief Academics Officer
Director of Career and Technical Education
Executive Director of Teaching & Learning
Director of Advanced Academics

Formative Reviews

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May

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students from all demographics and backgrounds need access to a variety of college, career, military, and life readiness skills so they are prepared to thrive and succeed upon graduation.

To ensure career, college, and military readiness, students must be introduced to advanced course opportunities and career and technical educational programs of study prior to high school. Navigating CTE pathways, industry-based certifications, dual credit, and/or AP credit assessments requires early engagement so that students and families can align choices with student interests.

Compass Point 2

Responsible Fiscal Stewardship -
Strategically allocating resources based on
district needs and purpose-driven initiatives.

Performance Objective 1

Strategically allocate resources based on district needs and purpose-driven initiatives.

Evaluation Data Source: Budgets
Expenditure reports
Budget justifications
Requisition and purchase justifications

Strategy 1

Ensure all budget requests, purchase requests, and approvals are in alignment with Denton ISD Compass Points/Strategic Plan and prioritized based on greatest need.

Strategy's Expected Result/Impact: 100% alignment of all budget requests and expenditures with Compass Points and strategic plan

Staff Responsible for Monitoring: Deputy Superintendent
Chief Financial Officer

Formative Reviews

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Strategy 2

Maximize master schedule planning to promote responsible fiscal stewardship with a focus on providing high quality instruction for all programs.

Strategy's Expected Result/Impact: Alignment in master scheduling across campuses

Staff Responsible for Monitoring: Assistant Superintendent of School Leadership and Academic Programs
Area Superintendents
Campus Administrators

Formative Reviews

Compass

Point 3

Exceptional Workplace Environment -
Creating an environment with transparent expectations, comprehensive support, and foster professional agency for all staff.

Performance Objective 1

By May 2027, overall district engagement will improve from an overall engagement of 4.04 to 4.1 specifically focusing on:

- * In the last seven days I have received recognition or praise for doing good work.
 - o 3.51 (2024) 3.55 (2025)
- * My supervisor, or someone at work, seems to care about me as a person.
 - o 4.26 (2024) 4.28 (2025)

Evaluation Data Source: Gallup Employee Engagement Survey

Strategy 1

Increase recognition of teachers and staff through the utilization of the RAD database that allows staff to be nominated/recognized for going above and beyond in their work with students, families, and the community.

Strategy's Expected Result/Impact: Increase in engagement score of staff feels recognized and appreciated domain

Staff Responsible for Monitoring: Executive Director of Communications

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Strategy 2

Provide continuous support, guidance, professional development, and assistance for teachers new to the district through mentorship program.

Strategy's Expected Result/Impact: Increase in employee engagement scores
Increase in qualified candidates wanting to work in Denton ISD

Staff Responsible for Monitoring: Director of Employee and Staff Engagement
Executive Director of Teaching and Learning
Chief Academic Officer
Campus Mentor Coordinators

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Strategy 3

Provide professional development opportunities that are research-based, relevant to staff teaching assignments, and differentiated based on staff needs.

Strategy's Expected Result/Impact: Increase in employee engagement scores
Decrease in teacher turnover rates

Staff Responsible for Monitoring: Director of Employee and Staff Engagement
Executive Director of Teaching and Learning
Chief Academic Officer
Campus Mentor Coordinators

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Performance Objective 2

By May 2027, Denton ISD will recruit high quality teachers to increase the fill rate of open teaching positions while increasing the teacher retention rate.

Evaluation Data Source: Human Resources Staffing Reports
Texas Academic Performance Reports (TAPR)

Strategy 1

Denton ISD will utilize the Teacher Incentive Allotment to provide professional development of TIA certification, track teacher and student growth, and increase employee compensation for qualifying teachers.

Strategy's Expected Result/Impact: Decrease in teacher turnover rate for teachers with 3+ years of experience
Increased teacher retention rates

Staff Responsible for Monitoring: Chief Human Resources Officer
Executive Directors of Human Resources
Coordinator of Teacher Incentive Allotment (TIA)

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Strategy 2

Increase the number of students participating in the TEACH Denton Program that offers mentorship, site-based teaching experience, and opportunities to develop strong teaching practices.

Strategy's Expected Result/Impact: Increased numbers of former Denton ISD students hired as professional staff
Increased hiring of highly qualified, engaged staff

Staff Responsible for Monitoring: Coordinator of Educational Pathways
Director of Staff Engagement
Executive Directors of Human Resources
Chief Human Resources Officer

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Strategy 3

Advertise and hold job fair events/opportunities (including a Path to Certification rotation) to attract highly qualified professional staff.

Strategy's Expected Result/Impact: Increase the applicant pool by 5% to include a minimum of 400 applicants
Decrease staff vacancies prior to the first day of school

Staff Responsible for Monitoring: Chief Human Resources Officer
Executive Directors of Human Resources

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Compass Point 4

Reciprocal Family & Community Partnerships - Building collaborative relationships with students, families, and communities while maintaining high standards.

Performance Objective 1

Strengthen reciprocal family and community partnerships by fostering open communication, shared decision-making, and collaborative opportunities that support student success, build trust, and engage families and community stakeholders as active partners in the educational process.

Evaluation Data Source: Documentation of parent/family/community participation in events and initiatives
Meeting Sign-In Sheets
Increased feedback and input from families and community members
Evidence of two-way communication strategies

Strategy 1

Increase involvement of Denton ISD parents, families, and community members through routine sharing of engagement opportunities, recognition of parent and community partners, providing for basic needs, providing opportunities for sharing input/feedback and supporting ways to extend learning at home and within the community.

Strategy's Expected Result/Impact: Increased Parent-Family Engagement feedback
Increased Parent-Family Engagement scores

Problem Statements: Perceptions 2

Funding Sources: Title I, Part A, \$50,266

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Strategy 2

Conduct a Parent-Family Engagement Survey to provide parents/guardians the opportunity to share feedback regarding continuous school and district improvement.

Strategy's Expected Result/Impact: Identification of areas of celebration and areas for continuous improvement
Enhanced parent/family engagement

Staff Responsible for Monitoring: Executive Director of Communications

Problem Statements: Perceptions 2

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Strategy 3

Develop a Denton ISD Ambassador Program to partner with parents, business, and community members and provide training on topics such as school finance, curriculum, instruction, assessment and accountability, technology, communications, human resources, and State and local decision making.

Strategy's Expected Result/Impact: Increased parent and community engagement

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Perceptions 2

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Strategy 4

Promote reciprocal partnerships with parents, families, and community members of Emergent Bilinguals by offering opportunities for engagement, including academic workshops, community events, and two-way communication strategies that support English language development at home.

Strategy's Expected Result/Impact: Increased parent, family, and community involvement will lead to greater understanding of how to support Emergent Bilingual students' English language development and overall academic success.

Staff Responsible for Monitoring: Director of Bilingual and ESL Programs; Parent Liaison

Problem Statements: Perceptions 2

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Strategy 5

Utilize Superintendent Student Advisory Council to enhance student and family engagement while amplifying student voice regarding key issues.

Strategy's Expected Result/Impact: Increased parent and family engagement
Increased student engagement

Staff Responsible for Monitoring: Superintendent

Problem Statements: Perceptions 2

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Strategy 6

Provide support services to students and families through the Denton ISD Family Center (and W.R.A.P. program if appropriate) focused on positive behavior intervention strategies and parenting resources that results in a 1% decrease in student suspensions and/or disciplinary placements.

Strategy's Expected Result/Impact: Increased parent-family engagement
Decrease in student suspensions and/or recidivism

Staff Responsible for Monitoring: Director of Counseling
Assistant Director of Counseling
Assistant Superintendent of School Leadership and Academic Programs
Campus Administrators

Problem Statements: Perceptions 2

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 While Family Engagement scores have increased, Denton ISD is continuously looking to improve programs and practices.	Many families are unfamiliar with ways to be engaged in their campus communities and in their child's learning. At Denton ISD we recognize parents choose to send their students to our campuses. We want to ensure we engage and partner with our families for educational outcomes.

Performance Objective 1

By the end of May 2027, 100% of State and Federal Requirements will be met.

Evaluation Data Source: Surveys
Campus Improvement Plans
Calendars
Professional Development Course Offerings
Meeting Agendas
Meeting Sign-In Sheets

Strategy 1

Gifted & Talented

By the end of 2026-2027, the Gifted and Talented Survey will demonstrate at least 90% satisfaction among families served through advanced and rigorous coursework.

Strategy's Expected Result/Impact: Gifted and Talented Survey will demonstrate at least 90% satisfaction among families

Staff Responsible for Monitoring: Director of Advanced Academics

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Strategy 2

Coordinated School Health

By May 2027, all coordinated school health activities will align with the Denton ISD Wellness Plan as written by the School Health Advisory Council.

Staff Responsible for Monitoring: Director of Health Services

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Strategy 3

Recruitment & Instruction by Highly Effective Staff

By August 2027, the district will recruit and retain highly effective teachers and staff through targeted recruitment efforts, a district mentorship program, and focused professional development. Campus administrators will work with Human Resources staff to:

1. Monitor and assist teachers to meet certification requirements
2. Assist paraprofessional staff with meeting Highly Qualified requirements (if applicable)
3. Attract and retain highly effective teachers

Strategy's Expected Result/Impact: Increased recruitment and retention

Staff Responsible for Monitoring: Executive Directors of Human Resources
Campus Principal/Assistant Principals
Director of Staff Engagement
Executive Director of Teaching and Learning

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Strategy 4

Parent Family Engagement

By May 2027, parent engagement in school activities will increase through strategies to encourage parental involvement.

Strategy's Expected Result/Impact: Increased Parent Engagement scores

Staff Responsible for Monitoring: Campus administrators
Executive Director of Federal Programs & Accountability

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Strategy 5

Compensatory Education

Compensatory Education is defined in TEC 29.081 as programs and or services designed to supplement the regular education program for students that meet one or more of the statutory or locally defined criterion for being at risk of dropping out of school or students that have taken an end-of-course assessment under TEC 39.023(c) and have not performed satisfactorily on the

assessment. The purpose of the CE program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction.

- * The comprehensive needs assessment reviews compensatory education programs to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective
- * CE strategies and funds to increase student achievement are noted within campus improvement plans
- * Supplemental FTEs for compensatory education are identified in campus improvement plans

Strategy's Expected Result/Impact: Increased student achievement scores

Staff Responsible for Monitoring: Deputy Superintendent
Executive Director of Federal Programs
Chief Academic Officer
Assistant Superintendent of School Leadership and Academic Programs

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Strategy 6

Staff Development

Professional development based on needs from the District Needs Assessment will be provided to the staff throughout the school year. While training is provided for all Denton ISD teachers and staff by the Teaching & Learning Division, campus administrators in collaboration with Campus Guiding Coalitions will provide ongoing PD that relates to achieving campus performance objectives.

Strategy's Expected Result/Impact: Increased staff engagement scores
Increased student achievement scores

Staff Responsible for Monitoring: Chief Academic Officer
Executive Director of Teaching and Learning
Assistant Superintendent of School Leadership and Academic Programs
Campus Administrators

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Strategy 7

Planning and Decision-Making Committee

Plans must be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, parents, community members, etc. Committee members' names and their roles are listed in the plan. Meeting agendas, notes and sign-in sheets are uploaded in the

Plan4Learning District Improvement Plan tracking program.

Strategy's Expected Result/Impact: Increased parent engagement
Increased reciprocal family and community engagement

Staff Responsible for Monitoring: Campus administrators

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Strategy 8

Public Meeting

In addition to regular meetings, the district will hold a public meeting after receipt of the annual district and campus ratings from TEA are released. The meeting agenda will include a discussion of the performance of the campus and the performance objectives in the CIP. [TEC 11.252(e)and TEC 253(g)]

Strategy's Expected Result/Impact: Increased parent engagement

Staff Responsible for Monitoring: Campus administrators

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Strategy 9

Dropout Prevention (Middle & High School Only)

Campus committees will analyze the following data and use the information in developing the Campus Improvement Plan. [TEC 11.255]

1. Results of audit of dropout records
2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade
3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate
4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions
5. Results of an evaluation of each school-based dropout prevention program

Strategy's Expected Result/Impact: Decreased dropout rates

Staff Responsible for Monitoring: Campus administrators
Campus committees

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	--	Jairia Diggs	4/21/2026
Child Abuse and Neglect	--	--	Jairia Diggs	4/21/2026
Dyslexia Treatment Program	Michelle Brown - Coordinator of Intervention	--	Jairia Diggs	4/21/2026