

**Denton Independent School District**  
**Braswell High School**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

**Mission:** Be the most influential leader in your students' lives and maximize their potential. Be the biggest cheerleader and support system for your colleagues, students, and community.

# Vision

**Vision:** We will propel students to have a high self-worth, self-expectation and self-accountability. We will have a supportive campus culture that our Braswell community heart connects to.

# Value Statement

**Purpose:** We believe that we can change family trajectories by cultivating student learners to believe in themselves. We believe as the Braswell community we can work together as a family to support our students on their journey to achieve our high expectations.

**Values:** **BE** Committed to **#BengalExcellence (BE)** Develop relationships that make a positive difference. Deliver the WOW factor (premium support and customer service)

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total Enrollment 2457

White 1401 @ 56.9 %

Black or African American 899 @ 36.52%

Hispanic 552 @ 22.42%

Asian 90 @ 3.66%

Native Hawaiian/Other Pacific Island 10 @ 0.41%

American Indian or Alaska Native 62 @ 2.5%

# Student Learning

## Student Learning Summary

See TAPR Report for 2018-2019 in addendums

# School Processes & Programs

## School Processes & Programs Summary

- Departments of study led by department heads
- Content teams led by Lead Teachers
- Instructional Coaches in English, Math, Social Studies
- Aspiring Teachers'/Administrators' Groups
- Vertical alignment amongst Zone schools
- Leadership teams/committees
- Flexibility and adaptability of staff/faculty
- Safety concerns discussed regularly with SRO and BERT

## School Processes & Programs Strengths

- Instructional Coaches in English, Math, Social Studies

# Perceptions

## Perceptions Summary

**Purpose:** We believe that we can change family trajectories by cultivating student learners to believe in themselves. We believe as the Braswell community we can work together as a family to support our students on their journey to achieve our high expectations.

**Vision:** We will propel students to have a high self-worth, self-expectation and self-accountability. We will have a supportive campus culture that our Braswell community heart connects to.

**Mission:** Be the most influential leader in your students' lives and maximize their potential. Be the biggest cheerleader and support system for your colleagues, students, and community.

**Values:** **BE** Committed to #BengalExcellence (**BE**) Develop relationships that make a positive difference. Deliver the WOW factor (premium support and customer service)

Student clubs and organizations

Opportunities for feedback from stakeholders

Vertical alignment of the Braswell Zone

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates



- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals





## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** Braswell High School's students in Algebra I will increase their student pass rate in Algebra I by 5% by May 2020.

<b>Strategy 1:</b> Provide a systematic way for kids to organize thoughts through notetaking (Cornell Notes etc.) <b>Strategy's Expected Result/Impact:</b> Provide a systematic way for students to organize thoughts <b>Staff Responsible for Monitoring:</b> Algebra I Content team, Administrative Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> Allocated more math sections to Algebra I to ensure smaller class size to focus on intervention and enrichment. <b>Strategy's Expected Result/Impact:</b> To build a strong foundation in math to support our push for more participation and success in upper level math <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrative Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 3:</b> Teachers will work with their team and coaches to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student. <b>Strategy's Expected Result/Impact:</b> Focus on students individual needs and get them what they need based on the data presented <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrative Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 4:</b> Staff will continue to grow professionally in best practices and strategies by attending campus based professional development and training in addition to technology and ways to integrate this. <b>Strategy's Expected Result/Impact:</b> Continue to refine strategies and best practices to maximize the experience students have in the classroom <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, DLS	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





<b>Strategy 5:</b> Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback. <b>Strategy's Expected Result/Impact:</b> Organized plan of action chunked in a way for students to organize thinking. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrative Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 6:</b> PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons. <b>Strategy's Expected Result/Impact:</b> Work as a team to analyze data and assessments to address needs of students. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrative Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** . Culture & Climate

In pursuit of excellence, we will:

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

**Performance Objective 1:** By increasing awareness of self-management skills, students will decrease the percent of failed grade level-core cores by 5% May 2020.

<b>Strategy 1:</b> Teachers will develop stronger relationship with their students in their class. <b>Strategy's Expected Result/Impact:</b> Students will develop a stronger connection to their teachers in the classroom. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> Communicate resources and self-management tips and skills during monthly news letter. <b>Strategy's Expected Result/Impact:</b> Increased communication to parents on self-management skills for their students that can be used <b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 3:</b> Provide teacher education through the weekly Bengal Bulletin and faculty meetings. <b>Strategy's Expected Result/Impact:</b> Increased communication to teachers on self-management skills for their students that can be used <b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 4:</b> Student education through collaboration with STUCO and BHS Now <b>Strategy's Expected Result/Impact:</b> Increased communication to students on self-management skills for their students that can be used <b>Staff Responsible for Monitoring:</b> Counselors	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 5:</b> Assistant Principals and teachers will work together to track progress and motivate students that are not engaged in learning.. <b>Strategy's Expected Result/Impact:</b> Motivate students to change behavior and become more engaged. <b>Staff Responsible for Monitoring:</b> Administration, teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 3: Growth & Management**

In pursuit of excellence, we will:

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

**Performance Objective 1:** Braswell High School will continue to increase it's teacher retention rate 5% by July 2020.

<p><b>Strategy 1:</b> The administration will be intentional about making themselves available and visible to teachers and staff for their need and support.  <b>Strategy's Expected Result/Impact:</b> Build a strong personal and professional relationship to teachers.  <b>Staff Responsible for Monitoring:</b> Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Each week a Staffer of the Week will be recognized for exceptional work  <b>Strategy's Expected Result/Impact:</b> Recognition of staff that is making a difference.  <b>Staff Responsible for Monitoring:</b> Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Each week a Teacher of the Week will be recognized for exceptional work  <b>Strategy's Expected Result/Impact:</b> Recognition of teacher that is making a difference.  <b>Staff Responsible for Monitoring:</b> Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Analyze campus survey data to make inform decisions about campus and climate.  <b>Strategy's Expected Result/Impact:</b> Analyze were hotspots and high stress areas maybe so we can address them.  <b>Staff Responsible for Monitoring:</b> Administrative Team, Instructional Coaches</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<b>Strategy 5:</b> Faculty/staff members' Strengths will be identified and used to build relationships with each other. <b>Strategy's Expected Result/Impact:</b> Learn how to aim strengths to work with department and content team. <b>Staff Responsible for Monitoring:</b> A. Kowns (Strengths Champion) Scott Spaulding, Administrative Team, Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 6:</b> Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin) <b>Strategy's Expected Result/Impact:</b> To create a sense of family and connection. <b>Staff Responsible for Monitoring:</b> Associate Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 7:</b> Utilize PTSA to provide opportunities for staff to bond and fellowship in small groups. <b>Strategy's Expected Result/Impact:</b> Create a sense of Bengal Family <b>Staff Responsible for Monitoring:</b> PTSA, Administrative team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 8:</b> Braswell High School will increase our digital footprint on social media by implementation of #BengalExcellence to affirm the great things our Bengal community are apart of. <b>Strategy's Expected Result/Impact:</b> Create a sense of family and enhance the soul of our campus. <b>Staff Responsible for Monitoring:</b> Administrative Team, Principal, Teachers, Students	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Addendums



# 2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **RAY BRASWELL H S**

Campus Number: **061901008**

2019 Accountability Rating: **B**

Distinction Designations:

**Top 25 Percent: Comparative Closing the Gaps**

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

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

		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)	
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																		
<b>End of Course English I</b>																		
At Approaches Grade Level or Above	2019	68%	70%	<b>74%</b>	63%	76%	81%	*	82%	*	*	34%	55%	80%	66%	63%	55%	
	2018	65%	70%	<b>72%</b>	56%	69%	81%	*	92%	-	-	26%	79%	75%	67%	59%	61%	
At Meets Grade Level or Above	2019	50%	56%	<b>57%</b>	42%	58%	68%	*	71%	*	*	20%	30%	63%	49%	42%	36%	
	2018	44%	50%	<b>49%</b>	34%	48%	58%	*	75%	-	-	6%	50%	54%	42%	35%	23%	
At Masters Grade Level	2019	11%	15%	<b>13%</b>	6%	10%	19%	*	12%	*	*	4%	0%	14%	12%	6%	3%	
	2018	7%	9%	<b>5%</b>	1%	3%	8%	*	33%	-	-	1%	0%	5%	6%	2%	0%	
<b>End of Course English II</b>																		
At Approaches Grade Level or Above	2019	68%	69%	<b>73%</b>	63%	73%	81%	*	69%	*	-	31%	56%	79%	66%	65%	63%	
	2018	67%	70%	<b>71%</b>	56%	72%	80%	*	88%	*	-	25%	45%	73%	69%	57%	53%	
At Meets Grade Level or Above	2019	49%	51%	<b>52%</b>	40%	52%	62%	*	56%	*	-	13%	33%	61%	42%	42%	40%	
	2018	48%	53%	<b>54%</b>	38%	55%	63%	*	80%	*	-	12%	20%	56%	52%	37%	27%	
At Masters Grade Level	2019	8%	9%	<b>7%</b>	2%	4%	11%	*	31%	*	-	0%	0%	10%	4%	6%	0%	
	2018	8%	7%	<b>7%</b>	4%	7%	9%	*	12%	*	-	5%	0%	8%	6%	4%	7%	
<b>End of Course Algebra I</b>																		
At Approaches Grade Level or Above	2019	85%	86%	<b>83%</b>	77%	85%	87%	*	89%	*	-	54%	60%	89%	76%	76%	81%	
	2018	83%	85%	<b>84%</b>	80%	83%	86%	*	100%	*	-	52%	89%	87%	81%	80%	73%	
At Meets Grade Level or Above	2019	61%	64%	<b>52%</b>	41%	53%	60%	*	89%	*	-	24%	40%	59%	45%	39%	42%	
	2018	55%	59%	<b>52%</b>	40%	50%	60%	*	78%	*	-	8%	39%	59%	44%	38%	36%	
At Masters Grade Level	2019	37%	42%	<b>25%</b>	17%	32%	27%	*	44%	*	-	3%	20%	29%	21%	14%	12%	
	2018	32%	35%	<b>23%</b>	14%	22%	28%	*	67%	*	-	2%	17%	27%	19%	15%	27%	
<b>End of Course Biology</b>																		
At Approaches Grade Level or Above	2019	88%	87%	<b>89%</b>	83%	92%	93%	*	94%	*	-	57%	75%	95%	83%	84%	88%	
	2018	87%	87%	<b>91%</b>	85%	91%	94%	*	100%	*	-	60%	90%	91%	91%	84%	90%	
At Meets Grade Level or Above	2019	62%	64%	<b>63%</b>	49%	66%	70%	*	75%	*	-	22%	42%	69%	56%	44%	46%	
	2018	59%	61%	<b>60%</b>	47%	54%	69%	*	82%	*	-	12%	60%	67%	52%	48%	52%	
At Masters Grade Level	2019	25%	26%	<b>22%</b>	10%	21%	29%	*	38%	*	-	6%	25%	25%	18%	11%	8%	
	2018	24%	25%	<b>21%</b>	12%	18%	26%	*	64%	*	-	2%	15%	28%	14%	18%	19%	
<b>End of Course U.S. History</b>																		
At Approaches Grade Level or Above	2019	93%	93%	<b>96%</b>	96%	92%	99%	*	100%	-	-	80%	92%	98%	94%	94%	84%	
	2018	92%	93%	<b>94%</b>	90%	93%	97%	100%	100%	-	-	61%	88%	95%	93%	90%	87%	
At Meets Grade Level or Above	2019	73%	75%	<b>78%</b>	68%	74%	86%	*	91%	-	-	41%	46%	79%	77%	68%	58%	
	2018	70%	72%	<b>70%</b>	54%	64%	81%	88%	91%	-	-	29%	50%	73%	66%	57%	47%	
At Masters Grade Level	2019	45%	45%	<b>47%</b>	31%	49%	55%	*	73%	-	-	15%	8%	49%	44%	36%	16%	
	2018	40%	43%	<b>42%</b>	27%	30%	56%	75%	55%	-	-	14%	25%	45%	39%	32%	13%	
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2019	78%	81%	<b>82%</b>	75%	83%	88%	60%	88%	71%	*	48%	65%	88%	76%	75%	72%	
	2018	77%	81%	<b>81%</b>	71%	81%	87%	100%	94%	80%	-	42%	77%	83%	79%	72%	70%	
At Meets Grade Level or Above	2019	50%	54%	<b>60%</b>	47%	60%	69%	20%	76%	57%	*	23%	37%	66%	52%	46%	43%	
	2018	48%	53%	<b>56%</b>	42%	54%	65%	62%	81%	80%	-	11%	43%	61%	51%	42%	34%	
At Masters Grade Level	2019	24%	26%	<b>22%</b>	12%	22%	27%	20%	41%	29%	*	5%	7%	24%	18%	13%	7%	

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

District Name: DENTON ISD  
Campus Name: RAY BRASWELL H S  
Campus Number: 061901008

Total Students: 2,007  
Grade Span: 09 - 12  
School Type: High School

		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 ELA/Reading	2018	22%	24%	<b>18%</b>	10%	15%	22%	46%	38%	20%	-	4%	9%	20%	15%	13%	12%
At Approaches Grade Level or Above	2019	75%	78%	<b>73%</b>	63%	74%	81%	*	76%	*	*	33%	55%	79%	66%	64%	59%
	2018	74%	79%	<b>71%</b>	56%	71%	80%	*	89%	*	-	26%	64%	74%	68%	58%	57%
At Meets Grade Level or Above	2019	48%	52%	<b>55%</b>	41%	55%	65%	*	64%	*	*	17%	32%	62%	46%	42%	38%
	2018	46%	52%	<b>52%</b>	36%	52%	60%	*	78%	*	-	9%	36%	55%	48%	36%	25%
At Masters Grade Level	2019	21%	24%	<b>10%</b>	4%	7%	16%	*	21%	*	*	2%	0%	12%	8%	6%	2%
	2018	19%	22%	<b>6%</b>	2%	5%	8%	*	19%	*	-	3%	0%	7%	6%	3%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	<b>83%</b>	77%	85%	87%	*	89%	*	-	54%	60%	89%	76%	76%	81%
	2018	81%	84%	<b>84%</b>	80%	83%	86%	*	100%	*	-	52%	89%	87%	81%	80%	73%
At Meets Grade Level or Above	2019	52%	55%	<b>52%</b>	41%	53%	60%	*	89%	*	-	24%	40%	59%	45%	39%	42%
	2018	50%	53%	<b>52%</b>	40%	50%	60%	*	78%	*	-	8%	39%	59%	44%	38%	36%
At Masters Grade Level	2019	26%	29%	<b>25%</b>	17%	32%	27%	*	44%	*	-	3%	20%	29%	21%	14%	12%
	2018	24%	25%	<b>23%</b>	14%	22%	28%	*	67%	*	-	2%	17%	27%	19%	15%	27%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>89%</b>	83%	92%	93%	*	94%	*	-	57%	75%	95%	83%	84%	88%
	2018	80%	83%	<b>91%</b>	85%	91%	94%	*	100%	*	-	60%	90%	91%	91%	84%	90%
At Meets Grade Level or Above	2019	54%	58%	<b>63%</b>	49%	66%	70%	*	75%	*	-	22%	42%	69%	56%	44%	46%
	2018	51%	55%	<b>60%</b>	47%	54%	69%	*	82%	*	-	12%	60%	67%	52%	48%	52%
At Masters Grade Level	2019	25%	27%	<b>22%</b>	10%	21%	29%	*	38%	*	-	6%	25%	25%	18%	11%	8%
	2018	23%	26%	<b>21%</b>	12%	18%	26%	*	64%	*	-	2%	15%	28%	14%	18%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	<b>96%</b>	96%	92%	99%	*	100%	-	-	80%	92%	98%	94%	94%	84%
	2018	78%	81%	<b>94%</b>	90%	93%	97%	100%	100%	-	-	61%	88%	95%	93%	90%	87%
At Meets Grade Level or Above	2019	55%	56%	<b>78%</b>	68%	74%	86%	*	91%	-	-	41%	46%	79%	77%	68%	58%
	2018	53%	56%	<b>70%</b>	54%	64%	81%	88%	91%	-	-	29%	50%	73%	66%	57%	47%
At Masters Grade Level	2019	33%	34%	<b>47%</b>	31%	49%	55%	*	73%	-	-	15%	8%	49%	44%	36%	16%
	2018	31%	33%	<b>42%</b>	27%	30%	56%	75%	55%	-	-	14%	25%	45%	39%	32%	13%

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

		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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	66	<b>71</b>	72	70	70	*	67	*	-	54	50	74	66	68	76
	2018	67	64	<b>64</b>	63	61	66	*	69	*	-	49	86	64	65	53	50
End of Course Algebra I	2019	75	77	<b>68</b>	60	69	72	*	83	*	-	30	64	73	61	56	61
	2018	72	73	<b>70</b>	68	70	69	*	94	*	-	34	66	71	68	62	68
All Grades Both Subjects	2019	69	70	<b>69</b>	66	70	71	*	74	*	-	40	54	74	63	62	68
	2018	69	70	<b>67</b>	65	66	67	*	77	*	-	42	75	67	66	57	58
All Grades ELA/Reading	2019	68	69	<b>71</b>	72	70	70	*	67	*	-	54	50	74	66	68	76
	2018	69	70	<b>64</b>	63	61	66	*	69	*	-	49	86	64	65	53	50
All Grades Mathematics	2019	70	72	<b>68</b>	60	69	72	*	83	*	-	30	64	73	61	56	61
	2018	70	70	<b>70</b>	68	70	69	*	94	*	-	34	66	71	68	62	68

District Name: DENTON ISD  
Campus Name: RAY BRASWELL H S  
Campus Number: 061901008

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

Total Students: 2,007  
Grade Span: 09 - 12  
School Type: High School

**There is no data for this campus.**

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 (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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>82%</b>	-	-	-	-	-	62%	-	62%	78%	62%	64%
	2018	77%	81%	<b>81%</b>	-	-	-	-	-	60%	-	60%	43%	60%	58%
At Meets Grade Level or Above	2019	50%	54%	<b>60%</b>	-	-	-	-	-	35%	-	35%	33%	35%	35%
	2018	48%	53%	<b>56%</b>	-	-	-	-	-	13%	-	13%	29%	13%	15%
At Masters Grade Level	2019	24%	26%	<b>22%</b>	-	-	-	-	-	3%	-	3%	22%	3%	5%
	2018	22%	24%	<b>18%</b>	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	<b>73%</b>	-	-	-	-	-	44%	-	44%	*	44%	44%
	2018	74%	79%	<b>71%</b>	-	-	-	-	-	47%	-	47%	*	47%	45%
At Meets Grade Level or Above	2019	48%	52%	<b>55%</b>	-	-	-	-	-	26%	-	26%	*	26%	26%
	2018	46%	52%	<b>52%</b>	-	-	-	-	-	13%	-	13%	*	13%	12%
At Masters Grade Level	2019	21%	24%	<b>10%</b>	-	-	-	-	-	0%	-	0%	*	0%	2%
	2018	19%	22%	<b>6%</b>	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>83%</b>	-	-	-	-	-	80%	-	80%	*	80%	82%
	2018	81%	84%	<b>84%</b>	-	-	-	-	-	67%	-	67%	*	67%	60%
At Meets Grade Level or Above	2019	52%	55%	<b>52%</b>	-	-	-	-	-	40%	-	40%	*	40%	41%
	2018	50%	53%	<b>52%</b>	-	-	-	-	-	0%	-	0%	*	0%	0%
At Masters Grade Level	2019	26%	29%	<b>25%</b>	-	-	-	-	-	7%	-	7%	*	7%	6%
	2018	24%	25%	<b>23%</b>	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>89%</b>	-	-	-	-	-	83%	-	83%	*	83%	86%
	2018	80%	83%	<b>91%</b>	-	-	-	-	-	100%	-	100%	*	100%	89%
At Meets Grade Level or Above	2019	54%	58%	<b>63%</b>	-	-	-	-	-	42%	-	42%	*	42%	43%
	2018	51%	55%	<b>60%</b>	-	-	-	-	-	17%	-	17%	*	17%	33%
At Masters Grade Level	2019	25%	27%	<b>22%</b>	-	-	-	-	-	0%	-	0%	*	0%	7%
	2018	23%	26%	<b>21%</b>	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	<b>96%</b>	-	-	-	-	-	77%	-	77%	*	77%	79%
	2018	78%	81%	<b>94%</b>	-	-	-	-	-	75%	-	75%	-	75%	75%
At Meets Grade Level or Above	2019	55%	56%	<b>78%</b>	-	-	-	-	-	54%	-	54%	*	54%	50%
	2018	53%	56%	<b>70%</b>	-	-	-	-	-	25%	-	25%	-	25%	25%
At Masters Grade Level	2019	33%	34%	<b>47%</b>	-	-	-	-	-	8%	-	8%	*	8%	7%
	2018	31%	33%	<b>42%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>69%</b>	-	-	-	-	-	63%	-	63%	*	63%	63%
	2018	69%	70%	<b>67%</b>	-	-	-	-	-	47%	-	47%	*	47%	44%
All Grades ELA/Reading	2019	68%	69%	<b>71%</b>	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	69%	70%	<b>64%</b>	-	-	-	-	-	45%	-	45%	-	45%	45%
All Grades Mathematics	2019	70%	72%	<b>68%</b>	-	-	-	-	-	64%	-	64%	*	64%	63%
	2018	70%	70%	<b>70%</b>	-	-	-	-	-	50%	-	50%	*	50%	42%

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

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	94%	95%	<b>92%</b>	92%	87%	96%	56%	95%	100%	14%	91%	89%	63%
Not Included in Accountability													
Mobile	4%	4%	<b>6%</b>	7%	7%	3%	44%	1%	0%	86%	7%	9%	6%
Other Exclusions	1%	1%	<b>1%</b>	0%	5%	0%	0%	4%	0%	0%	1%	1%	31%
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	0%	0%	0%	0%	2%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	99%	100%	99%	100%	-	100%	100%	100%
Included in Accountability	94%	94%	<b>92%</b>	88%	92%	95%	93%	96%	100%	-	89%	92%	69%
Not Included in Accountability													
Mobile	4%	5%	<b>6%</b>	12%	4%	4%	7%	3%	0%	-	11%	8%	3%
Other Exclusions	1%	1%	<b>1%</b>	0%	4%	0%	0%	0%	0%	-	1%	1%	28%
Not Tested	1%	0%	<b>0%</b>	0%	0%	1%	0%	1%	0%	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	0%	1%	0%	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	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: RAY BRASWELL H S  
 Campus Number: 061901008

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.0%	<b>95.2%</b>	95.7%	95.3%	94.9%	96.9%	95.9%	*	92.2%	94.7%	94.6%	96.4%
2016-17	95.7%	96.1%	<b>95.6%</b>	96.6%	95.9%	95.0%	96.7%	96.0%	*	96.0%	94.6%	95.2%	96.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.3%	<b>0.3%</b>	0.7%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.6%	0.4%	0.0%
2016-17	1.9%	0.5%	<b>0.4%</b>	0.8%	0.4%	0.2%	0.0%	0.0%	*	0.0%	3.1%	1.1%	2.8%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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: RAY BRASWELL H S  
 Campus Number: 061901008

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	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%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2015</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	37.5%	40.0%	*	*	-	-	-	-	*	-	*	-
2016-17	87.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	0.7%	0.6%	1.2%	1.4%	0.0%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	89.3%	92.1%	83.5%	93.1%	95.8%	*	100.0%	-	100.0%	66.7%	87.5%	88.9%
2016-17	56.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	89.7%	92.0%	83.0%	94.5%	95.8%	*	100.0%	-	85.7%	66.7%	87.9%	88.9%
2016-17	84.0%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	323	100.0%	1,835	347,893
By Ethnicity:				
African American	88	27.2%	267	43,502
Hispanic	73	22.6%	569	173,272
White	144	44.6%	904	107,052
American Indian	2	0.6%	12	1,226
Asian	9	2.8%	53	15,589
Pacific Islander	0	0.0%	1	528
Two or More Races	7	2.2%	29	6,724
By Graduation Type:				
Minimum H.S. Program	3	0.9%	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	2	0.6%	3	3,538
Foundation H.S. Program (No Endorsement)	23	7.1%	193	49,432
Foundation H.S. Program (Endorsement)	2	0.6%	12	16,542
Foundation H.S. Program (DLA)	293	90.7%	1,622	272,526
Special Education Graduates	9	2.8%	131	25,962
Economically Disadvantaged Graduates	91	28.2%	605	166,956
LEP Graduates	9	2.8%	145	21,359
At-Risk Graduates	59	18.3%	421	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

Total Students: 2,007

Grade Span: 09 - 12

School Type: High School

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	<b>62.1%</b>	54.0%	61.0%	68.4%	*	61.1%	-	57.1%	100.0%	53.8%	44.4%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	<b>42.1%</b>	30.7%	37.0%	52.1%	*	55.6%	-	28.6%	0.0%	33.0%	11.1%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	<b>57.0%</b>	47.7%	53.4%	66.0%	*	66.7%	-	28.6%	11.1%	44.0%	33.3%
Mathematics													
2017-18	46.0%	44.8%	<b>42.7%</b>	34.1%	39.7%	50.0%	*	55.6%	-	28.6%	0.0%	34.1%	33.3%
Both Subjects													
2017-18	42.1%	43.2%	<b>40.9%</b>	30.7%	35.6%	50.0%	*	55.6%	-	28.6%	0.0%	31.9%	11.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	<b>4.6%</b>	1.1%	0.0%	9.0%	*	0.0%	-	14.3%	0.0%	1.1%	0.0%
2016-17	19.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	<b>13.6%</b>	8.0%	15.1%	16.0%	*	22.2%	-	14.3%	0.0%	12.1%	11.1%
2016-17	20.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	<b>33.1%</b>	30.7%	36.3%	33.0%	*	27.8%	-	42.9%	100.0%	31.9%	33.3%
2016-17	13.2%	15.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	<b>4.3%</b>	1.1%	5.5%	5.6%	*	0.0%	-	14.3%	0.0%	3.3%	0.0%
2016-17	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	<b>3.4%</b>	6.8%	0.0%	2.8%	*	0.0%	-	14.3%	88.9%	6.6%	0.0%
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	<b>45.2%</b>	30.7%	52.1%	50.7%	*	55.6%	-	28.6%	55.6%	37.4%	44.4%
2016-17	17.3%	22.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	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%	<b>6.5%</b>	10.2%	6.8%	4.2%	*	0.0%	-	14.3%	0.0%	6.6%	11.1%
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%	<b>1.9%</b>	2.3%	1.4%	2.1%	*	0.0%	-	0.0%	66.7%	3.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	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: RAY BRASWELL H S  
 Campus Number: 061901008

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	25.7%	<b>18.3%</b>	13.6%	16.4%	21.5%	*	33.3%	-	14.3%	11.1%	17.6%	11.1%
2016-17	23.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	17.7%	<b>15.8%</b>	13.6%	16.4%	15.3%	*	44.4%	-	14.3%	0.0%	18.7%	33.3%
2016-17	19.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.2%	<b>9.0%</b>	5.7%	8.2%	10.4%	*	22.2%	-	14.3%	0.0%	12.1%	0.0%
2016-17	12.9%	7.7%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	54.6%	<b>59.8%</b>	45.5%	63.0%	66.0%	*	66.7%	-	57.1%	66.7%	51.6%	55.6%
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	24.9%	<b>19.7%</b>	11.4%	18.5%	24.0%	33.3%	29.4%	-	35.7%	n/a	15.3%	n/a
2017	26.2%	26.5%	<b>15.2%</b>	11.6%	19.1%	16.9%	*	9.1%	*	0.0%	n/a	13.7%	n/a
English Language Arts													
2018	15.3%	12.4%	<b>9.9%</b>	7.6%	7.9%	11.4%	33.3%	11.8%	-	14.3%	n/a	7.6%	n/a
2017	15.9%	13.9%	<b>8.3%</b>	8.4%	8.8%	9.0%	*	0.0%	*	0.0%	n/a	6.9%	n/a
Mathematics													
2018	7.3%	6.8%	<b>5.4%</b>	2.4%	5.3%	7.5%	0.0%	5.9%	-	7.1%	n/a	4.8%	n/a
2017	7.2%	6.0%	<b>0.6%</b>	0.0%	1.5%	0.6%	*	0.0%	*	0.0%	n/a	1.0%	n/a
Science													
2018	10.8%	9.1%	<b>5.7%</b>	4.7%	5.3%	6.0%	11.1%	5.9%	-	14.3%	n/a	5.2%	n/a
2017	10.9%	10.5%	<b>6.6%</b>	3.2%	5.9%	9.0%	*	9.1%	*	0.0%	n/a	3.9%	n/a
Social Studies													
2018	14.5%	15.9%	<b>15.5%</b>	9.0%	10.6%	20.7%	22.2%	23.5%	-	28.6%	n/a	11.2%	n/a
2017	15.0%	17.1%	<b>10.9%</b>	10.5%	8.8%	13.3%	*	0.0%	*	0.0%	n/a	9.8%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	62.4%	<b>42.1%</b>	41.7%	39.3%	41.3%	*	40.0%	-	60.0%	n/a	42.1%	n/a
2017	49.1%	57.6%	<b>49.1%</b>	45.5%	53.8%	50.0%	-	*	-	-	n/a	35.7%	n/a
English Language Arts													
2018	42.5%	58.3%	<b>27.4%</b>	31.3%	0.0%	39.5%	*	*	-	*	n/a	26.3%	n/a
2017	41.3%	62.0%	<b>41.4%</b>	50.0%	33.3%	40.0%	-	-	-	-	n/a	42.9%	n/a
Mathematics													
2018	52.8%	54.5%	<b>15.0%</b>	20.0%	25.0%	8.0%	-	*	-	*	n/a	8.3%	n/a

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

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	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%	<b>33.3%</b>	30.0%	25.0%	40.0%	*	*	-	*	n/a	38.5%	n/a
2017 Social Studies	38.3%	36.4%	<b>21.7%</b>	*	*	26.7%	-	*	-	-	n/a	*	n/a
2018 Social Studies	44.6%	48.6%	<b>23.7%</b>	10.5%	31.3%	24.6%	*	*	-	*	n/a	17.9%	n/a
2017 Social Studies	41.4%	37.7%	<b>39.5%</b>	30.0%	33.3%	45.5%	-	-	-	-	n/a	20.0%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	63.5%	<b>64.1%</b>	69.3%	53.4%	70.8%	*	44.4%	-	14.3%	n/a	54.7%	n/a
2016-17	73.5%	63.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	53.6%	<b>47.8%</b>	34.4%	46.2%	57.8%	-	*	-	*	n/a	26.9%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1104	<b>1074</b>	1021	1048	1119	-	*	-	*	n/a	1012	n/a
English Language Arts and Writing													
2017-18	521	559	<b>541</b>	515	520	565	-	*	-	*	n/a	511	n/a
Mathematics													
2017-18	515	545	<b>533</b>	505	527	554	-	*	-	*	n/a	500	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.5	<b>21.3</b>	19.3	21.5	22.6	-	-	-	*	n/a	19.2	n/a
English Language Arts													
2017-18	20.3	22.8	<b>21.1</b>	19.3	21.4	22.3	-	-	-	*	n/a	19.2	n/a
Mathematics													
2017-18	20.6	21.7	<b>21.0</b>	18.6	21.8	22.2	-	-	-	*	n/a	18.9	n/a
Science													
2017-18	20.9	22.6	<b>21.6</b>	19.5	21.4	23.0	-	-	-	*	n/a	19.3	n/a

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	40.9%	<b>37.7%</b>	27.4%	36.9%	43.4%	70.0%	55.1%	*	38.7%	4.3%	29.1%	31.0%
2016-17	37.1%	37.1%	<b>24.9%</b>	21.5%	20.7%	28.6%	11.1%	27.8%	*	21.1%	0.9%	14.4%	9.7%
English Language Arts													
2017-18	17.3%	12.3%	<b>13.1%</b>	11.0%	9.4%	15.5%	40.0%	18.4%	*	10.7%	0.0%	9.2%	4.9%
2016-17	16.8%	12.2%	<b>8.0%</b>	7.8%	5.2%	9.8%	0.0%	5.6%	*	0.0%	0.0%	3.9%	0.0%
Mathematics													
2017-18	20.7%	15.8%	<b>14.1%</b>	10.9%	14.0%	16.1%	30.0%	18.8%	*	3.7%	0.7%	11.5%	14.6%
2016-17	19.5%	15.7%	<b>5.0%</b>	4.4%	3.4%	6.3%	0.0%	2.9%	*	0.0%	0.0%	2.4%	3.4%
Science													
2017-18	21.2%	21.5%	<b>19.0%</b>	16.0%	20.1%	19.8%	30.0%	25.5%	*	25.9%	1.4%	15.8%	20.0%
2016-17	5.7%	7.0%	<b>0.7%</b>	0.3%	0.0%	1.2%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	28.0%	<b>25.8%</b>	16.6%	22.6%	32.0%	40.0%	40.8%	*	24.1%	1.9%	18.9%	17.5%
2016-17	21.8%	28.2%	<b>23.6%</b>	20.1%	19.6%	27.5%	11.1%	25.7%	*	22.2%	0.9%	14.6%	6.9%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	56.0%	-	-	-	-	-	-	-	-	-	-	-



District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,007	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	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.7%	7.5%
Grade 9	558	27.8%	7.9%	8.1%
Grade 10	528	26.3%	7.7%	7.4%
Grade 11	537	26.8%	7.3%	6.9%
Grade 12	384	19.1%	6.6%	6.5%
Ethnic Distribution:				
African American	592	29.5%	16.5%	12.6%
Hispanic	418	20.8%	31.1%	52.6%
White	897	44.7%	46.7%	27.4%
American Indian	11	0.5%	0.6%	0.4%
Asian	57	2.8%	3.4%	4.5%
Pacific Islander	3	0.1%	0.2%	0.2%
Two or More Races	29	1.4%	1.4%	2.4%
Economically Disadvantaged	715	35.6%	45.5%	60.6%
Non-Educationally Disadvantaged	1,292	64.4%	54.5%	39.4%
Section 504 Students	211	10.5%	11.3%	6.5%
English Learners (EL)	59	2.9%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	37	1.9%	1.1%	1.4%
Students w/ Dyslexia	3	0.1%	2.6%	3.6%
At-Risk	335	16.7%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	205			
By Type of Primary Disability				
Students with Intellectual Disabilities	110	53.7%	34.3%	42.4%
Students with Physical Disabilities	8	3.9%	25.2%	21.9%
Students with Autism	24	11.7%	10.7%	13.7%
Students with Behavioral Disabilities	63	30.7%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	278	14.4%	15.1%	15.4%

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

Total Students: 2,007  
 Grade Span: 09 - 12  
 School Type: High School

District Name: DENTON ISD  
 Campus Name: RAY BRASWELL H S  
 Campus Number: 061901008

<b>Student Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	Count	Percent		
By Ethnicity:				
African American	118	6.1%		
Hispanic	60	3.1%		
White	89	4.6%		
American Indian	1	0.1%		
Asian	3	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	7	0.4%		

<b>Student Information</b>	-----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	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.4%	0.7%
Grade 9	0.5%	3.4%	7.2%	0.0%	1.2%	12.7%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
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	-	20.8	20.4
Secondary:			
English/Language Arts	25.0	19.5	16.6
Foreign Languages	19.8	18.3	18.9
Mathematics	25.5	19.4	17.8
Science	22.0	20.2	18.9
Social Studies	27.5	21.8	19.3

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

Total Students: 2,007  
Grade Span: 09 - 12  
School Type: High School

District Name: DENTON ISD  
Campus Name: RAY BRASWELL H S  
Campus Number: 061901008

<b>Staff Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	183.5	100.0%	100.0%	100.0%
Professional Staff:	169.5	92.4%	74.8%	64.1%
Teachers	142.4	77.6%	57.9%	49.8%
Professional Support	18.1	9.9%	13.4%	10.1%
Campus Administration (School Leadership)	9.0	4.9%	2.8%	3.0%
Educational Aides:	14.0	7.6%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	1.0	n/a	6.0	572.0
Counselors				
Full-time	6.0	n/a	80.0	12,433.0
Part-time	3.0	n/a	6.0	1,097.0
Total Minority Staff:	46.4	25.3%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	16.8	11.8%	8.1%	10.6%
Hispanic	17.1	12.0%	14.0%	27.7%
White	104.1	73.1%	74.8%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.2	0.2%	0.9%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	4.1	2.9%	1.9%	1.1%
Males	61.8	43.4%	24.5%	23.8%
Females	80.5	56.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	39.6	27.8%	7.6%	1.4%
Bachelors	72.4	50.8%	64.4%	73.6%
Masters	29.3	20.6%	27.3%	24.3%
Doctorate	1.1	0.8%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.7	6.1%	4.3%	7.0%
1-5 Years Experience	52.8	37.1%	26.8%	28.9%
6-10 Years Experience	31.5	22.1%	21.7%	19.0%
11-20 Years Experience	41.0	28.8%	33.2%	29.3%
Over 20 Years Experience	8.3	5.8%	14.0%	15.7%
Number of Students per Teacher	14.1	n/a	13.4	15.1

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

Total Students: 2,007  
Grade Span: 09 - 12  
School Type: High School

District Name: DENTON ISD  
Campus Name: RAY BRASWELL H S  
Campus Number: 061901008

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.1	6.3
Average Years Experience of Principals with District	4.0	6.1	5.4
Average Years Experience of Assistant Principals	3.0	5.7	5.3
Average Years Experience of Assistant Principals with District	1.9	5.1	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	8.5	11.1	11.1
Average Years Experience of Teachers with District:	3.2	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,702	\$49,389	\$47,218
1-5 Years Experience	\$54,850	\$54,043	\$50,408
6-10 Years Experience	\$55,619	\$55,902	\$52,786
11-20 Years Experience	\$59,274	\$58,273	\$56,041
Over 20 Years Experience	\$62,665	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,314	\$57,037	\$54,122
Professional Support	\$62,904	\$61,015	\$64,069
Campus Administration (School Leadership)	\$79,183	\$81,909	\$78,947
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	53	2.6%	14.7%	19.7%
Career & Technical Education	1,774	88.4%	30.4%	26.3%
Gifted & Talented Education	169	8.4%	10.9%	8.1%
Special Education	205	10.2%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.8%	2.1%	6.4%
Career & Technical Education	21.2	14.9%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	1.4%	2.0%
Regular Education	94.0	66.0%	79.5%	71.4%
Special Education	9.8	6.9%	7.1%	9.1%
Other	16.3	11.4%	4.2%	3.6%

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

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

**Denton Independent School District**  
**Bell Elementary**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 17, 2020

# **Mission Statement**

Learning for all

## **Vision**

Creating a safe and engaging environment where learners are empowered to flourish as productive members of the community.

## **Bobcat Core Values**

Be a leader; Overcome obstacles; Bring a positive attitude; Cultivate character; Accept responsibility; Treat others with respect; Show integrity

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

See 2018-2019 Bell TAPR Report in Addendums

This includes data our CLT studied together.

#### Other Strengths:

**Our transient/mobility rate is no lower than other Denton ISD schools nearby**

**Our staff is proactive at identifying and serving students with special needs (including EXPO)**

**Staff Retention rates are good**

#### Needs:

**Focus on identifying girls for EXPO**

**We should be aware of our mobility rate in comparison to other schools/the state**

**Include minorities in EXPO referrals**

**Identify At Risk student and finding at risk programs for youth**

# Student Learning

## Student Learning Summary

### Student Achievement Data and Assessment

Grade Level	Which students are making progress? Why? What are the STRENGTHS at Bell as a campus and in your classrooms? Please list all the things your team brainstormed together.	Which students are making progress? Why? What are the NEXT STEPS for Bell as a campus and in your classrooms? Please list all the things your team brainstormed together.
1st	<p>The majority of students are making progress, with tier 2 students making significant progress towards their goals due classroom intervention.</p>	<p>Our next step is to consistently progress monitor and track data to continue to guide effective intervention. We would like to track this data digitally and plot this on google graphs. We need put WIN time back into the schedule and utilize it.</p>
2nd	<p>Which students are making progress? Why?</p> <ul style="list-style-type: none"><li>- Students with specialized instruction &amp; intervention</li><li>- Star tables, bobcat board, bobcat bucks, bobcat brags,</li><li>- Collaboration with parents and community</li></ul>	<p>Next Steps: Challenging our high kids</p> <p>Research based instruction with Units of Study R&amp;W</p>
3rd	<p>Students who have their social/emotional needs met make the most progress. Bell emphasizes building relationships (morning meeting, etc) and differentiated teaching methods which help ensure all learners' needs are met.</p>	<p>We need more consistent behavioral support and consistent guidance counseling sessions.</p>
4th	<p>Morning meeting is a huge strength. It allows us to continue to build relationships with students. If we have built a relationship with the student they are more "bought-in" to the learning.</p>	<p>Our next steps will be to work on our data note taking. We have conferring notes with Units of Study, but we would like to implement something for math. I have created a "Clipboard Crusin'" data sheet and we plan on using that with fidelity to track student progress.</p>
5th	<p>All populations are making progress.</p> <p>Differentiated instruction, small groups, WIN time.</p>	<p>Campus-wide formative assessments for essential standards.</p>

## Student Achievement Data and Assessment

Most kids will make progress but at the speed that is required is different for each student. Home life affects our students' performance in the classroom. This is a challenge at Bell. I think that the teachers at Bell are talented at working with students who have trauma or difficult home life. Students who have intervention with classroom teachers and/or instructional specialists tend to make progress (even if it's slow progress).

It seems like each year our students move up the grade level ladder they are making bigger gains and learning is beginning to stick. Since many of our students come to us without the proper child development needed for academic success. Bell teachers do a great job connecting with students and meeting them where they are. Teachers and campus specialists work so hard for so long filling in learning gaps. It just takes some of our kiddos a little longer. I believe all students make progress. I think the question is at what rate did they progress and will they retain what they learned. Our teachers are great at finding those students that need the extra push, need the intervention, need the tutorial, need the referral, etc.

I believe all students are making progress. Some are just making larger gains due to finding the correct amount of support needed and the right accommodations. The close relationships teachers form with students propels many to show growth due to an increase in confidence and the students' willingness to take academic risks.

Positive communication to students and parents, they know we care about them so they want to try.

Bobcat Bucks help with behavioral progress. All sorts of positive reinforcement.

Constant check-ins with the students to help motivate them. Bell teachers have great relationships with their students! We never give up on them and show them how much we want to help them succeed. Not just their classroom teacher, all teachers in the school.

EVERY student makes progress! We are proud of small accomplishments, major accomplishments, or even if it has nothing to do with academics! When these kiddos come us day one when they leave on day 187, they have improved in SOMETHING! It is the little things and all students are to make progress in someday! Whether it is being able to sit still for 10 minutes when it used to be 2 minutes, learning to tie your shoe, learning math facts, reading levels improving, passing STAAR, learning how to share, learning to say please and thank you!!! An accomplishment and improvement has been made and I am proud of each and every student that crosses my path! And by my student I mean EVERY student at Bell and everywhere else because I consider them all mine!!

Designated time in schedule for teachers to implement interventions; training on resources available to use for intervention; coaching teachers so that students are receiving the best instruction possible; continuation of monitoring student progress

Training on how to set appropriate and measurable goals with students by looking at data and disaggregating that data to make informed decisions about Tier 1 instruction, intervention and enrichment.

PD on writing specific, measurable intervention goals, writing common assessments for each goal, and then analyzing the data in PLC to plan next steps.

Continued work on units of study to move our students. Working alongside coaches and Teachers College to accelerate implementation.

Parent education- how they can help their child at home. Maybe one document for each grade level? Full of ideas and activities to practice at home.

Ways to reach parents who aren't really involved, finding a way to communicate with them and make a connection with parents so that they will be more motivated to work at home with their child.

If we are doing school at home again next year, working on a grant to get manipulatives/books in homes.

Instructional Support

Kindergarten

PreK

## Student Achievement Data and Assessment

SPED

As far as special education goes, we have data to support that all students made progress, with the exception of one, but that was because of our lack of time with him. One of the strengths is the pre-k team! Another strength is the flexibility on the inclusion team!

Pre-k needs to have all female paras due to all the potty training issues. On pre-k, in the future, they need to make sure that they aren't left off of the radar when it comes to teacher-student ratio when people are off of campus. Opening up WIN time school wide would benefit the students who need intervention and enrichment! IF there is any room we would love a motor lab! We would like to also revisit sensory walk.

### Strengths:

- Showing growth among all demographics
- Academic growth scores higher than district %
  - Science rated approaching
  - 3rd grade Math - SPED increased
- Interventions (pull out, push-in, special programs)
  - Progress monitoring
  - Showing growth
- ISIP scores are generally corresponding with IRI levels.
- Amount of students testing on istation has increased.
- Progress monitoring per grade level
- Talking about students of concern during PLC with team.
- 2nd and 4th increased # of Tier 1 students.

### Needs:

- Universal Trainings or IRI's DRA's
- Training on iStation reading reports and using added teacher features
  - Looking at sub pop data.
  - Training on teaching diverse populations
- Need for teams to create formative/common assessments, ongoing data.
  - Students with ECD, AA and Hispanic sub pop are struggleng.
- Need time to identify essential standards for all grade levels to better align intervention efforts and make them more targeted.
  - Continued PD with instructional coaches and Teachers College on implementing Units of Study
  - Work on determining our essential standards across grade levels so we are focused on the right things for intervention.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction

Grade Level	How is data used to inform curriculum, instruction, and assessment decisions? How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups? What are the STRENGTHS at Bell as a campus and in your classrooms? Please list all the things your team brainstormed together.	How is data used to inform curriculum, instruction, and assessment decisions? How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups? What are NEXT STEPS for Bell in this area as a campus and in your classrooms? Please list all the things your team brainstormed together.
1st	Data lends to form small groups and plan individualized instruction. Various instructional strategies/activities are used in first grade, including guided reading groups, math groups, and small group conferring. These groups are aligned with TEKS, DISD curriculum, and Lucy Calkins lesson plans. Grade levels do this relatively consistently across the school and it makes a specific impact on student groups, particularly students who are struggling and receive Tier 2/Tier 3 instruction.	Our next steps are to consistently progress monitor students receiving tier 2 and tier 3 intervention. To do this we must actively track PNA and ELI data and student progress, along with strategy groups and conferring.
2nd	Grade Level - PLCs, intervention groups, planning - starting with the end in mind and working backward, collaboration & planning content by strengths  Campus - Consistent interventions, PLCs, DMTSS, Mega labs  Strengths - Mega labs, vertical collaboration, teamwork	Next steps: Using PNA data to create specific interventions groups, WIN time back into the schedule.  How consistent is this across the district/school? Concerns about consistent assessment tools and more training. Expectations for co-creating criteria?
3rd	Data from informal/formal assessments informs how we group kids into intervention groups, and which tells us which strategies would be the best approach for them to use. We use student learning needs and expected outcomes to guide how we design our instructional strategies, such as providing accommodations and visual cues for ELL students. We believe this is consistent across the school. This helps to close the gap for students who are struggling learners. At Bell, we believe building relationships with students is a strength which helps academics. We have also transitioned to a workshop model that emphasizes student-driven learning.	Bell would benefit from more consistency with end-of-the-year and beginning-of-the-year assessments from grade to grade to help teachers know where students start the year academically. For instance, there appears to be a gap in how reading levels are determined with DRA in 2nd grade and IRI in 3rd grade. Also, there is no common math assessment for 2nd graders moving to 3rd grade.
4th	We focus on small groups and confer with students to gather data. We have a culture of constant check-in and have progress monitoring every 2 weeks. We also have the accommodations documentation. Birds eye view and Lucy curriculum keeps expectations the same across the campus and district.	A way that Bell could improve would be to streamline the data collection process and store the information in one place or in some way prevent teachers from having to put in the same data in multiple places.

## Curriculum and Instruction

5th	<p>We use formative assessments to decide intervention groups and next steps. Utilize materials from district UBD and UOS and differentiate for students based on performance.</p>	<p>We do not think there is anything consistent across the school, and other than the report card assessments across the district. We lack consistency with scoring on report card assessments as a campus as well.</p>
Instructional Support	<p>I use data to drive my instruction but it is based on assessments created by our department. It only affects my classroom. Data is used to determine which students need extra help occasionally, for tier 2 groups, and for tier 3 groups. Data helps guide our interventions used by allowing us to monitor students' progress. All teachers are working with small groups or one-on-one with students who need intervention.</p> <p>I believe that many different data points are used by most to determine how a student performs holistically as a reader or a writer or a mathematician, etc. but when it comes to looking at hard evidence of that data that's where I feel like we fall short and could improve. I think this is pretty consistent across our school. I think one strength that we have is that teachers at Bell have our students' best interests at heart and are doing their best to intervene with students. I use data resulting from assessments created outside our district to determine placement. My instructional strategies and activities are designed specifically for my students' learning needs and, as a result, the expected outcomes are achieved. The impact on my specific group of students is that they are able to get the academic help that they need in order to fill in their gaps and learn in a way that their brain understands. I believe a strength at Bell is that we are always looking for what is best for the student and trying different things to help them achieve</p> <p>A variety of data should be used to drive instruction - both universal instruction and intervention. For the most part, I believe that that is happening.</p> <p>Data from STAAR, BOY Istation assessments, feedback from the previous year's teacher, DISD scope and sequence and MTSS discussions help me to determine the curriculum or goals I use for my groups. I then plan formative assessments to assess progress towards these goals. I will often ask students to practice a strategy with guidance from me, with a partner, and then finally individually. Accommodations and adjustments are made after I observe their progress to allow for more/less assistance in order to master the goal. I think Bell teachers are doing the best they know how when they find time to work with students on their individual needs.</p>	<p>Creating common formative assessments that cover the essential standards for all grade levels.</p> <p>Utilize technology to gather clear, concise data.</p> <p>Vertical teaming.</p> <p>WIN time for all grade levels back on schedule; consistently monitoring progress; monitoring Math as well as ELAR;</p> <p>I also agree with WIN time back on the master schedule. We need to be collecting more evidence of student progress on specified goals. We also need to have very targeted PLCs; ones which we are using the formative assessments given to guide our discussions about student learning, analyzing that data as a whole team and asking these essential questions:</p> <ul style="list-style-type: none"><li>What is it we want students to learn?</li><li>How do we know if students have learned it?</li><li>How do we respond to students who have not learned it?</li><li>How do we respond when students already know it?</li></ul> <p>Putting WIN time back on the schedule</p> <p>We need to put WIN time back into the schedule and the teachers need to utilize PLC's to discuss common assessments that can drive how WIN time will be utilized productively.</p> <p>Bring back a dedicated intervention time in the master schedule with specific ideas for how to extend learning for students who have shown mastery on current targets. All students should be actively engaged in a learning goal. We need to have more discussions about the difference between Tiers, how and when to assess learning goals, and give teachers guidance on how to best document their interventions. PLC time could be used to analyze common assessment data.</p>

## Curriculum and Instruction

Progress monitoring sheets give quick academic overview of students and keep teachers accountable for data tracking. Helps keep an eye out for tier 2-3 kids across grade level, as well as form intervention groups. Bell is consistent, everyone's goal is one year's growth and we are all tracking data and progress toward that goal. We also use ELI/DRA/PNA across all of district.

Next steps would be having a plan if we do not start school like normal next year. How will we start data collection virtually?

Kindergarten

Bell strengths: look at each other's data, see if students are on similar level, form groups across grade level. Collaborative campus! Everyone works together across the school, regardless of grade level. Expectations are set from beginning of the year and no one falls behind, teams plan ahead and schedule things appropriately.

Next steps also would include math data tracking. We have been vigilant in tracking ELAR data, but need work on math progress and what exactly would be tested/checked in on.

PreK

The data used to inform curriculum, instruction, and assessment across the district for Pre-K are all consistent across the entire district! We have a Pre-K Guidelines or our Pre-K "TEKS" given to us that we align and implement all instruction based on these guidelines! Every Denton ISD Pre-K teacher follows these guidelines that are taught to us, very well, through numerous training opportunities! As a campus, we believe we have a very strong staff family and roll that down into each of our classrooms that all tie into one whole campus family! I think that has a big impact on our students to see moral to high within the staff and to see it naturally shown in our students, as well! :)

We use the data collected to see what and how we need to implement to every need a student may have! We may need to up or even scaffold certain instruction to make sure it is reaching every and the WHOLE child! Every subject is aligned with our guidelines and executed in such a fun, playful, and engaging way! The kids eat it right up and are having such a great time that they do not even realize all the excellent learning taking place! This goes for EVERY Pre-K class across the district! Just in the Braswell Zone, our Pre-k group has whole group training, small group training, shared drives with aligned work we all pull from/use, and we stay connected on many different platforms to make sure we are all for one and one for all! :)

SPED

Progress monitoring sheets that track data from benchmarks, IM, Istation, IRI, and ELI. In our classrooms we collect data on specific IEP goals. The data we collect is what drives our instruction, and the creation of future IEP goals. It also highlights any areas of need. We also use running records. We accommodate and modify lessons.

Next steps for Bell would include vertically aligning assessment and instruction in core content. There needs to be some consistency as to data collection throughout the year (with report cards). We also need to be some more training in how to identify strategy groups across all content areas.

## Technology

Grade Level

What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's now working, why not? What types of technology professional development have we provided? What was the impact for staff and students? What are the STRENGTHS at Bell as a campus and in your classrooms? Please list all the things your team brainstormed together.

What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's now working, why not? What types of technology professional development have we provided? What was the impact for staff and students? What are NEXT STEPS for Bell in this area as a campus and in your classrooms? Please list all the things your team brainstormed together.

## Technology

1st	<p>One barrier is that we are not a 1-1 device campus. One of our strengths as a campus is our implementation of Seesaw and Google Classroom and the use of iStation and Imagine Math. This allowed students to easily transition into digital learning. Teachers were trained to use these platforms well and are confident in their abilities and support by the technology department.</p> <p>What are some barriers that potentially prevent effective use of technology? When it's working, why is that so?</p> <ul style="list-style-type: none"><li>- Computer labs are not effective/dependable.</li><li>- System and sound (headphones &amp; internal sound in the system).</li><li>- Monitoring student online data</li></ul>	<p>One next step is to be trained on resources available through the portal. We would love suggestions on ways to get parents more involved.</p>
2nd	<ul style="list-style-type: none"><li>- Imagine Math - looking at data more closely like Istation</li></ul> <p>What types of technology professional development have we provided? Seesaw training, TIA,</p> <p>What are the STRENGTHS at Bell as a campus and in your classrooms?</p> <ul style="list-style-type: none"><li>- Access to a variety of resources: smart board, ipads, Chromebooks</li><li>- Collaboration</li></ul>	<p>Next steps - Computer labs: an easier method when issues occur (something breaks down).</p>
3rd	<p>Our school emphasizes technology with various programs (IStation, Imagine Math, Imagine Facts, Seesaw, projectors, etc), and we have access to much of it because of Chromebooks. Students are celebrated and recognized for their successes in Imagine Math and IStation.</p>	<p>Not having 1:1 Chromebooks prevents some effectiveness with technology. We also think we could benefit from some e-module/online training courses for e-learning platforms and programs so that we could keep and refer to them later. We frequently run into issues using and accessing IStation.</p>
4th	<p>We love the parent/school relationship developed through Facebook. We have done SeeSaw training which has become very important especially during this time.</p> <p>Not being a one to one campus/district</p> <p>Poor internet connections</p>	<p>The fact that we are a 2-to-1 chromebook campus is a challenge for us. Chromebooks do not lend themselves to online learning.</p>
5th	<p>Managing students on Chromebooks and students having to work on another activity in order to make our Chromebook situation work.</p> <p>We've had good PD offered since school closures.</p> <p>We integrate technology well within our lessons consistently, not as a babysitter, but as a learning tool.</p> <p>Providing accommodations and differentiated support to special populations.</p>	<p>We think one to one Chromebooks would be very important for implementation of technology.</p>



## Technology

When a specialized teacher does not have access to the technology for their classroom it makes it hard to incorporate this into your lessons. Lack of access is the biggest hurdle and then not having any way to check out the technology that you would like to use. Lack of access, not a one-to-one device campus, connectivity issues; Our campus does have access via classroom Chromebooks, collab lab, computer lab; Our campus IT person, Rachel Johnson, and district person, Megan Elizondo, are very helpful! We were given professional development for Seesaw and there are lots of resources on the district portal.

Access to technology is not a major issue for students at Bell. If I need more technology than what I have, I borrow from others. TIA has been very helpful to me and I've learned things that I've been able to bring back to our campus and incorporate. I think teachers and students at Bell do a great job utilizing technology.

Specialized teachers do not have access to technology unless they are able to borrow it from a gen ed teacher and that isn't always possible. Not all specialized teachers' classrooms have document cameras and smartboards. Our technology personnel are fantastic and very helpful. We have access to wonderful software.

Classroom teachers have adequate access to devices (at about a 1 to 2 ratio). They usually seem to need to borrow and most seem able to schedule that without issue. Overall, it appears that the teachers do a good job of incorporating technology in the classroom.

It would be ideal to be a one-to-one district, but 1 to 2 is manageable. Teachers borrow from other classroom when needed.

I think that teachers that work with special populations should have the same technology as classroom teachers. Agree! Access to smartboards, chromebooks, etc. Also, opportunities for professional development for all the resources our district gives us access to on our portal.

As specialists, we don't have access to all things on the portal like a classroom teacher does. This would be helpful. I also agree with training on portal resources.

Perhaps provide some ideas for how classroom teachers can share the use between students. Example: half the class works on online opportunities for 20 minutes while the other half completes a written/non-tech opportunity. Then switch for the remaining 20 min. Partners use Chromebooks for research, Nearpod, etc. I do not use technology with my small groups since I do not have a dedicated set of Chromebooks.

Instructional  
Support

## Technology

Kindergarten	<p>Not being one-to one, internet/connectivity issues, software/hardware delays and issues, time to teach the kids how to use computers, login by themselves, etc. Could special areas help teach this for Pre-k/k at beginning of year? Or give extra computer lab times for teaching an actual lesson about using and getting onto the computers- similar to how we practice recess and lunch expectations at beginning of the year.</p>	<p>Next step: How to integrate technology into workshop? This is such a huge part in our day, in which ways could we use technology to help us?</p>
	<p>Strengths: we have a lot of technology- ipads, interactive whiteboards, chromebooks, etc. Kids have an opportunity to learn how to operate several types of technology. Easy access to it, lots of different programs and apps. SSO and Login QR codes are a huge strength!!</p>	<p>Next step: More headphones/working audio on Chromebooks. It's hard when half of the computers don't have working audio and the kids can't hear their program, or all have to have the volume out loud and they can't concentrate.</p>
		<p>Next step: NO ESD using our stuff!!! Lock up procedure of some sort? Some sort of protection for computers and keyboards?</p>
		<p>Next step: procedure for sanitizing computer labs</p>
PreK	<p>A barrier could be the access to technology! Not every kid has access to technology! This is, we only had 4 Chromebooks in our class with some being broken (from the previous classroom use) so that prevented a big used of technology! We did not have a set computer lab time due to scheduling and needs for our young Bobcats, so they had minimum access to our computer labs! We do implement a lot of our instruction through the use of Seesaw, Brainpop jr, Google, Youtube, ABCya, ABCMouse, etc and it helps keep the learning and engagement high! There have been many technology training's that help with how to use these things! There could be more that are more Pre -K appropriate, but I am sure that will come now that more of the district will be having Pre-K on their campuses! :D</p>	
SPED	<p>We have been thrown into the realm of online learning. In the younger grades (especially in pre-k) a barrier can be teaching them how to use a chromebook vs. an ipad. The small number of devices in the sped classrooms creates a barrier. There really is an overabundance of resources, it is almost overwhelming!</p>	<p>More technology in the hands of the kids- preferably ipads for the younger students.</p>

## Professional Development

Grade Level	<p>How are we recruiting highly qualified and effective staff? What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? What are the STRENGTHS at Bell as a campus and in your classrooms? Please list all the things your team brainstormed together.</p>	<p>How are we recruiting highly qualified and effective staff? What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? What are NEXT STEPS for Bell in this area as a campus and in your classrooms? Please list all the things your team brainstormed together.</p>
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## Professional Development

1st	<p>Our school has an interview committee with all grade levels represented. Our staff attends various trainings: AFL, Summer Seminar, Homegrown, ACES training, Lucy Mega Labs. These trainings foster growth and development of the curriculum.</p> <p>How are we recruiting highly qualified and effective staff? Our online presence (Facebook), the interview committee</p> <p>What types of professional development has staff attended? Staff meetings, Math &amp; Reading workshops, TIA, AFL, Homegrown, Summer Seminar, Work Wednesdays, Mega labs</p>	<p>Our next steps include more accountability and advance notice given for upcoming trainings.</p>
2nd	<p>How is implementation monitored? What impact has it had on performance? What is the follow-up? PLCs, staff meeting.</p> <p>What are the STRENGTHS at Bell as a campus and in your classrooms?</p> <p>-Opportunities for professional development</p> <p>-Collaboration</p> <p>Our leadership helps create a positive, professional, caring environment that encourages staff to join and stay. Grade-level teachers are involved in the hiring process to help make sure new hires are a good fit for their team. We have staff meetings and trainings that provide a vision for our school and good ways to implement in the classroom what we learn.</p>	<p>1st Year Teacher Academy &amp; New to Campus Committee</p>
3rd	<p>All staff meetings have a piece of staff development attached to it. Teachers that attend outside staff development can then teach the learning to other teachers during staff meetings. AFL and TIA summer training are useful throughout the district.</p> <p>ELAR opportunities through Megalabs.</p> <p>Unscheduled walk through times?</p>	<p>A consistent feedback method or schedule that outlines strengths and weaknesses of performance during things like walkthroughs would help teachers improve their craft.</p>
4th	<p>Coaches pushing in and supporting/co-teaching</p> <p>Strengths: Building relationships with staff, students, and families--this is a positive for recruitment.</p>	<p>Our next steps will take place next year when the coaching rollout takes place.</p> <p>Providing opportunities for math/science teachers to continue learning about workshop and best practices.</p>
5th	<p>Coaches pushing in and supporting/co-teaching</p> <p>Strengths: Building relationships with staff, students, and families--this is a positive for recruitment.</p>	<p>Administrator walk through times to provide teachers with feedback and keep teachers accountable for implementing.</p> <p>Coaches feedback and support of workshop implementation and best practices (had started and want it to continue!! : ) ).</p> <p>We really want feedback as we work to continue to grow as teachers.</p>

## Professional Development

I think that Bell has a wonderful staff and high quality educators. There is usually an interview committee consisting of admin, a member from each grade level, special programs, and special areas. Our staff collaborates often to help students succeed. Professional development such as Summer Seminar, Mega Labs, TIA, AFL, Homegrown, on campus Workshop Wednesdays, etc.

I don't really know how we recruit highly qualified staff. I know we have a hiring team but I'm not sure of the decision making process when it comes to hiring. Is it based solely on an interview and what is on a resume or are we really digging deep to find the best in the profession? (Are we watching teaching videos or visiting that campus virtually or in person more than just once. Are we speaking to other colleagues?) This year, we intentionally interviewed VERY early in the hiring season to ensure we had our pick of the cream of the crop. We have a diverse hiring committee who helps choose who is hired. I believe our staff meetings are considered professional development? I'm not exactly sure. I honestly don't feel like I get much out of those (the ones after school and on staff development days, not the ones during our closure).

I'm not sure how we recruit teachers. I'm also not sure what types of PD that staff has attended. I know, however, that there are PD opportunities that will help teachers target certain areas they wish to grow in and some upcoming PD that will be required but will hopefully reap some huge gains.

I am not familiar with the steps we take to recruit teachers. I feel like our staff is always well represented at district PD opportunities. I think the follow-up would come when teachers explain how their PD opportunities helped their T-Tess goal. I also think the coaches could help will follow-up for campus PD initiatives.

Coaching teachers, Mega Labs, differentiated professional development opportunities for teachers and admin

Sheltered instruction training for the whole campus. Incorporating these best practices into the work that we are already doing will be a win/win for all.

More work in Mega Labs, for both ELAR and math

Continued work with Readers and Writers workshop, allowing teachers to experience a true lab environment where they immediately try the teaching moves that were learned. PD on the difference between a mini-lesson small group and a group formed to work on a Tier 2 or 3 intervention. Math workshop should be the next focus. Continue to offer to work with the coaching team on goals.

Instructional  
Support

## Professional Development

Check in on new hires/teams with new hires shortly into the year, make sure everything is going okay. New hires getting run down about duties, schedules, routines, online systems, etc. from admin.

More PD/staff meetings focused on what is currently happening in our school and what do we need work on.

Talk about behaviors we see at Bell, and go over teacher expectations when that behavior happens: what the teacher should do to prevent office referrals. Walk through real situations and actual actions that should occur. Implement growth plan for teachers that consistently have students out of their class. Maybe after an office referral, admin can sit down with the teacher and go over what could happen next time- follow up with teacher's actions as well. Scheduling a time to discuss, not in the middle of class when the teacher is trying to teach.

" ".....see previous question! Proper training, more staff to staff, admin to staff, staff to admin, and ALL accountability to make sure that all are on the same page to make sure we are wanting the 100% complete BEST for the KIDS!!!! It is all about the kids while having each other to keep us afloat, sane, and having fun! This job is already hard enough! We do not need to make it harder for each other, but in turn HELP each other! :)

KEEP OUR TEACHERS and QUALIFIED PARAS on staff (SPED). Pre-K needs their paras in the morning during breakfast, at the bus, and at the cafeteria door. Across the building, holding each other accountable for pulling groups, teaching, and doing right by the students.

We work collaboratively to hire people, everyone needs to feel good and that they fit at Bell in general, not just one grade level. Expectations are set by admin right away with new hires. Our staff attends lots of PD, and will continue to do so as we become a project school. We have a ton of opportunities to learn more, and are encouraged to do so.

We have had PD's on how to reach children of all kinds in different areas of strengths and weaknesses! We have also had some excellent trainings on how to open our eyes, hearts, and minds, as educators, to be able to reach and teach to the WHOLE child! I do think there should be better accountability for certain teachers! We are as one so when one falls short we ALL fall short! It needs to be less blame on the students and more focus on what we can do help and encourage each other to maybe take the next proper steps to help a situation that may seem helpless! TTESS is an excellent way to achieve this, but I also want to start to hold each other as colleagues more accountable for each other! :)

We've got knowledgeable and passionate people on our sped team who truly believe in what we are doing for students. We have all been to SPED trainings this year (including sped academy), we have all (sort of) been CPI trained (and used that training), we have participated in PLC meetings together all year. Walsh went to that Saturday thing where all the cool people were there. You know, the Lucy STAAR training.

Kindergarten

PreK

SPED

Vertical alignment, Progress monitoring accountability and clear expectations

Address needs of prior year non-proficient students to improve growth. (Progress monitoring)

Writing needs to be an area of focus to help increase STAAR performance.

Vertical alignment

Grade level “tights” for intervention and how data is used in PLCs.

Ensuring the SPED team has a set PLC time 2 times a quarter.

Will progress monitoring be sent to next year teachers? What will this look like?

Progress monitoring accountability to keep data up to date.

Clear expectations for Data Binders

More books for classroom libraries

### Strengths...

- Young campus
- Administrators lead by example (learners)
- Few teachers received “developing”
- Class building - teacher input
- Content expertise is higher than other areas
- Work with certified academic language therapists
- Specialized training in special programs (Reading Recovery, EXPO, Dyslexia, etc).
- Mindful planning on placement of students
- Exchange day new form
- Quality interview process
- Mega labs have a direct impact on implementation of Units of Study (Lucy Calkins)
- Support from district coach
- Staff believes it is making a positive impact and encourages professional growth
- Every grade has been represented in AFL, Homegrown Institute
- There has been a positive increase in how staff feels about their training opportunities.
- Attend PD as a team - collaborate and hold each other accountable
- Staff believes and implements in the PD they are attending
- AFL has been followed up in staff meetings/PD - continued follow through on campus focus and PD
- More PD has been offered and suggested to train team members
- Special areas and SPED allowed to attend specific PD
- TIA, AFL training
- Sharing info to team during PLC

### Needs...

- Cohort Masters Program
- Increased mentorships
- Meaningful and targeted PD - staff driven (experts created from training)
- System in place to help move teachers from proficient to accomplished
- Mentor program on campus for new to Bell teachers
- Differentiated PD
- Bell faculty presents to Bell Elem about what Bell needs (tech especially)
- Mega labs (lab sites) every 9-12 weeks
- Math workshop PD
- Buddies (mentors) - attend differentiated PD, then collaborate
- More PD opportunities throughout the year - help at the time it is needed
- Training of how special areas support brain development and higher-order thinking skills across subject areas
- Training for staff on strategies and supports for specialized students

# Perceptions

## Perceptions Summary

### Strengths...

Engagement scores equal or greater to district.

Percentage who believe they have influence at our campus has increased since last year.

Staff feels trusted to deliver instruction and manage their classroom without being micromanaged.

Collaboration is actively encouraged within the Bell culture.

- Assessments are aligned when they are district ones.
- Ability to monitor reading and math progress and adjust instruction accordingly due to the station and Imagine math programs.

### Needs...

Increased collaboration between teams and grades - vertical alignment. Continue this work in determining essential standards across our campus in reading and math.

Provide channels to share and collaborate with schools in the Braswell Zone.

Create google survey for school wide decisions, continue to value teacher input.

- Vertical Alignment throughout the school.
- Strong examples for modified & accommodated assessments

Develop/utilize platform for sharing resources used across district in classrooms (Units of Study, for example)



**Needs -**

**Lunch bunch agendas report**

**Watch dogs mentoring/more specific plans**

**Mom volunteers similar to watchdogs**

**Teacher mentors for students**

**Teacher training for special pops**

**SIS members for mentoring**

**Big SIS/Little SIS**

**Conveying info to parents to be involved in Lucy celebrations**

**After school mentoring**

**Summer Bridge program designed to close literacy gaps**

**Summer reading**

**Strengths...-**

**Increase in students participating in lunch bunch**

**Strong EXPO program**

**Reader's Cafe for RR**

**5th Grade Mentors for Kindergarten**

**SIS program to encourage student leaders**

**Writing/Reading celebrations**

Strong PTA membership

Power Packs

Power Snacks

Mobile Library

Multicultural Night

Fine Arts Night

Kinder Camp

Charity Bell Boy's Leadership Basketball game

Bobcat Bash

Grandparent's Day

Braswell Fine Arts Support

Campus Campout

Parent Learning Nights

Award ceremonies

Facebook read alouds

Movie Night

Forming Parent EXPO group

Dyslexia parent night

Campus wide home-school tools

Family Involvement

Facebook Page Usage

S.I.S Girl's Leadership

Denton Dash

Literacy Cafe

Watch DOGS

Thanksgiving lunch

EXPO showcase and parent group

Field Day

Increase parent nights focusing on increasing parent knowledge of how to help their kids at home. Continue community partnerships to help meet our students basic needs such as Power Packs, Power Snacks, and Holiday Assistance.

Campus wide community initiatives

After school mentoring program

Summer Bridge Program to close learning gaps.

## Strengths...

Bell morale is high among teachers.

Teacher have positive relationships with students outside of their own classroom.

Teachers use progress monitoring documents to track that we are making years growth.

Bobcat brags and bucks show that teachers and students are aligned with the vision and mission of the school.

Use of learning targets in the classroom show that teachers and students are aligned with the vision and mission of the school.

Morning meetings in the classrooms show that teachers and students are aligned with the vision and mission of the school.

Red circles (conflict resolution) with administration show that teachers and students are aligned with the vision and mission of the school.

The implementation of readers and writers workshops show that teachers and students are aligned with the vision and mission of the school.

Positive behavior intervention processes in place for classroom management and organization. - Behavior intervention flow chart.

Staff brainstormed toolbox of intervention ideas for students in the classroom.

Common areas show evidence of positive behavior recognition.

Common language - all focused on core values.

## Needs...

Focus on student and student parent morale. More community nights, summer reading program, parent university and a student council.

Consistency in data binder usage across campus.

Students set learning goals

Buddy classrooms for activities

Positive and encouraging relationships

More free food events to draw parents in

Coffee talks, parenting seminars to teacher parents and social emotional strategies

Explicit schoolwide emphasis on the social emotional lessons taught during guidance lessons

Change the store process (having students run the store or at lunch).

Advertise on BBN when the store is available.

Tweek and refine current processes

Capturing kids hearts

PBIS focus in the classrooms/specials

COntinue work on focusing on the positive, not consequenceing the negative.

Reminder about classroom intervention - needs to be part of the process

Videos showing expectations at the beginning of the year.

Crisis prevention institute training for the whole staff.

Consistently rewarding students for meeting expectation.

Training on working with kids with Trauma.

Training on working with students of minority demographics (inner city, economically disadvantaged, etc).

Classroom expectations for green/yellow circles and consistency of usage.

Training for teachers and staff on how to access red circles.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## 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 Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS 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

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** Bell Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that 85% of students achieve a minimum of one year's growth in reading by June 2021 as evidenced by multiple sources of campus data.

### HB3 Goal

**Evaluation Data Sources:** Reading STAAR data from 2018 as compared to 2020; BOY reading levels as compared to EOY reading levels; campus grade level progress monitoring tool, BOY Early Literacy Inventory (ELI) data as compared to EOY Early Literacy Inventory (ELI) data

**Summative Evaluation:** None

**Strategy 1:** Bell staff will implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level groups, and drives classroom instruction and intervention instruction.

Data Collected: DRA/IRI reading level, iStation scores, Imagine Math scores, BluePrint scores, K-5 Math Facts scores, common assessment scores, district writing assessments, ELI, Primary Numeracy, STAAR benchmark data, and pre and post assessments for reading and math essential standards.

- Common progress monitoring document utilized.
- Tier 3 interventions with the interventionists will be determined based on the data collected.
- Data collected will be reviewed for growth of all subgroups including but not limited to: Asian, African American, Hispanic, Special Education, ELL, Economically Disadvantaged. Special attention will be paid to closing the gap (more than one year's progress) for African American, Hispanic, Economically Disadvantaged, and Special Education groups based on 18-19 STAAR data and 19-20 campus monitoring system data.

Evidence of Implementation: Progress Monitoring Documentation By Grade Level and Classroom (reading, writing, math, science); DMTSS Meeting Agendas and Interventions Assigned; Flexible Groupings in Daily Intervention; PLC Agendas

**Strategy's Expected Result/Impact:** Increased student achievement, growth of students

2020-2021 STAAR scores as compared to 2018-2019 STAAR scores, ELI scores, and KR scores.

Increase number of students reading on grade level by Grade 3

**Staff Responsible for Monitoring:** Classroom teachers; Instructional interventionists/Coaches; Admin

Reviews			
Formative			Summative
Dec	Mar	May	May

**Strategy 2:** Teachers will engage in regular Professional Learning Community work that focuses on a backwards design model, analysis of student data, and determining next steps for instruction.

- Identify essential standards in reading and math by grade level. Track and monitor student achievement in these areas and provide intense intervention on all essentials.
- Study, discuss, and unpack essential TEKS/TEK bundles
- Determine appropriate level of rigor for all essential standards in reading and math. Vertically align these as a campus so all grade levels know what mastery looks like for every essential standard in every grade level.
- Create learning targets based on TEKS, UbD Units, etc. Consider pre-requisite skills needed.
- Sequence learning targets in order of cognitive demand for all identified essential standards. Discuss common misconceptions anticipated.
- Create criteria for common understanding of success/mastery. Answer - what evidence of learning will we collect and document?
- Develop/review common pre-assessments and common formative assessment.

Evidence of Implementation:  
 PLC Agendas; Team Notes; List of Essential Standards/Unpacked TEKS; Walkthroughs (evidence of implementation); Student data; Intervention/Acceleration plans of action



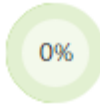
**Strategy's Expected Result/Impact:** Walk-through data/feedback over time in the classroom and in PLC shows increased effectiveness, focus on essential standards, and focus on intervention with students not mastering essential standards.

Increased student achievement on formative assessments and work samples (see Strategy 1 - progress monitoring for individual student growth).











Increase number of students reading on grade level by Grade 3.

2020-2021 STAAR scores as compared to 2018-2019 STAAR scores, ELI scores, and KR scores.

**Staff Responsible for Monitoring:** Classroom teachers; Instructional Interventionists/Coaches; Admin

Reviews			
Formative			Summative
Dec	Mar	May	May
			



<p><b>Strategy 3:</b> K-5 ELAR teachers will engage in professional development focused on the teaching of balanced literacy. Teachers will participate in professional development as a Teachers College Partner School with a TC staff developer (K-2nd 5 days throughout the school year and 3-5th 5 days throughout the school year). This PD will focus on needs of the grade levels as they implement with fidelity the Units of Study in reading, including components of shared reading, interactive read aloud, conferring, small group work/strategy group work, and phonics (K-2). Those participating will include classroom ELAR teachers, special education teachers, administrators, and campus instructional coaches. Teachers will also participate in ongoing professional development on campus in the area of reading and writing (Lab sites - learning together and immediately implementing together in classrooms with students, TC PD calendar days).</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the amount of time students are reading at school; staff better equipped to move students in their reading goals; instill a deeper love of reading on our students; close the gap in student reading levels where at least one year's growth is made.</p> <p><b>Staff Responsible for Monitoring:</b> K-5 ELAR Teachers, instructional coaches, admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Teachers College Staff Developers/Consultants (K-2 Sarah Mann) (3-5 Jonathan Aldanese) - Title I, Part A - \$16,000, Substitutes - Title I, Part A - \$13,404</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 4:</b> Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies involving the Units of Study workshop model, through lab sites and staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the amount of time students are reading at school; staff better equipped to move students in their reading and math goals; close the gap in student achievement where at least one year's growth is made; work directly with teachers to impact student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Insrtuational Coaches (1/2 time) Sarah Roberts, Tonnie Brown - Title I, Part A - \$71,876</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## **Goal 1: Teaching & Learning**








In pursuit of excellence, we will:

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

**Performance Objective 2:** Bell Elementary will increase effectiveness of campus behavioral/social-emotional learning systems as evidenced by multiple sources of campus data, including discipline referral data. Discipline data will show a 10% decrease in office referrals from 2019-2020 to 2020-2021. Social-emotional health of students directly impacts student academic achievement.

**Evaluation Data Sources:** 2019-2020 Panorama survey data compared to end of year 2021 Panorama survey data; student referral data (grouped by type of behavior, grade level, location, and ethnicity for monitoring)

**Summative Evaluation:** None

<p><b>Strategy 1: Year 4 implementation of Bell's Positive Behavior Support/Character Building system:</b></p> <p>Continue the following with fidelity:</p> <ul style="list-style-type: none"> <li>-BOBCATS core values (Be a Leader; Overcome Obstacles; Bring a Positive Attitude; Cultivate Character; Accept Responsibility; Treat Others with Respect; Show Integrity)</li> <li>-Morning Meeting/Restorative Circles (relationship building, character development)</li> <li>-Gallup Strengths Study (4th &amp; 5th Grade)</li> <li>-Bobcat Brags student recognition system</li> <li>-Co-created common areas expectations</li> <li>-Posting and teaching student expectations</li> <li>-Recognizing students for meeting common area expectations with Bobcat Bucks that can be spent in the Bobcat Buck Store</li> <li>-Continue to assess that behavioral strategies and actions are aligned to Bell's mission.</li> <li>-Continue to monitor behaviors that will be classroom-managed versus office-managed.</li> </ul> <p>Implement New:</p> <ul style="list-style-type: none"> <li>-Bell staff will develop and implement a pyramid of interventions/strategies for intervening with poor student behaviors</li> <li>-Teachers will have a cool down area in their classrooms and teach students how to use this area appropriately</li> <li>-Co-create and implement classroom expectations with staff and students</li> <li>-Recognize students for meeting classroom expectations with Bobcat Bucks that can be spent in the Bobcat Bucks store</li> <li>-Join in DISD Social/Emotional Learning Cohort 2 and implement work with the counseling department on campus to meet student social/emotional needs.</li> <li>-Empower PBIS Committee to use the Panorama 4th grade student data twice per year to assess student feeling of belonging and make campus system changes to address needs. Committee will review discipline data and present to staff.</li> <li>-PBIS committee and campus administration will work alongside guidance counselor and CIS social worker to help students and families in need (food packs, counseling, getting outside resources to families, etcetera).</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Decreased office referrals; increase in family needs being met more effectively; increase in number of students able to receive counseling services; increase in positive behaviors exhibited by students; decrease in time students are out of class for discipline intervention and suspensions; Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom).</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers; Instructional interventionists; Support Staff; Office Staff; Paraprofessional Staff; Admin; Guidance Counselor; CIS Social Worker (on campus daily)</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> CIS Social Worker (Samantha Nava) - Title I, Part A - \$12,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Bell Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Roberts	3-5 Reading Interventionist	State Comp Ed (district allocated)	0.5
Tonnie Brown	3-5 Math Interventionist	State Comp Ed (district allocated)	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Samantha Nava	CIS Traditional Site Coordinator	CIS (partially funded campus budget and	1
Sarah Roberts	Literacy Instructional Coach	Title 1	0.5
Tonnie Brown	Math Instructional Coach	Title 1	0.5

## Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tracy Vineyard	Assistant Principal
Non-classroom Professional	Angie Castro	Guidance Counselor
Classroom Teacher	Lindsey Hagler	1st Gr Teacher
Classroom Teacher	Natalie Olson	Art Teacher
Classroom Teacher	Melissa Kramer	3rd Gr Teacher
Paraprofessional	Kelley Patel	Receptionist
Classroom Teacher	Robin Russell	Librarian/Teacher
Classroom Teacher	DeeAnn Woolison	Special Education Teacher
Classroom Teacher	Amanda Payne	5th Gr Teacher
Classroom Teacher	Heather Boutwell	5th Gr Teacher
Classroom Teacher	Madison Yarbrough	Kinder Teacher
Classroom Teacher	Tammy Pugh	2nd Gr Teacher
Classroom Teacher	Al Green	4th Gr Teacher
District-level Professional	Amanda Sarchet	District Rep - Counseling Department
Other	Alicia Roberson	Admin Intern
Parent	Melissa French	Parent
Parent	Lauren Moore	Parent
Administrator	Lauren Shapiro	Principal

## Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teachers College Staff Developers/Consultants (K-2 Sarah Mann) (3-5 Jonathan Aldanese)		\$16,000.00
1	1	3	Substitutes		\$13,404.00
1	1	4	Insrtuctional Coaches (1/2 time) Sarah Roberts, Tonnie Brown		\$71,876.00
1	2	1	CIS Social Worker (Samantha Nava)		\$12,000.00
<b>Sub-Total</b>					<b>\$113,280.00</b>
<b>Grand Total</b>					<b>\$113,280.00</b>

# Addendums



# 2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CATHERINE BELL EL**

Campus Number: **061901127**

2019 Accountability Rating: **C**

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	<b>63%</b>	60%	52%	78%	*	*	-	*	33%	*	67%	58%	55%	40%
	2018	77%	82%	<b>73%</b>	60%	73%	82%	-	88%	-	*	50%	*	76%	69%	63%	77%
At Meets Grade Level or Above	2019	45%	45%	<b>26%</b>	23%	18%	38%	*	*	-	*	8%	*	26%	25%	11%	10%
	2018	43%	45%	<b>33%</b>	23%	42%	40%	-	25%	-	*	20%	*	34%	33%	29%	38%
At Masters Grade Level	2019	27%	27%	<b>15%</b>	13%	9%	27%	*	*	-	*	8%	*	19%	11%	4%	0%
	2018	25%	24%	<b>17%</b>	12%	21%	22%	-	0%	-	*	10%	*	20%	13%	13%	23%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	80%	<b>67%</b>	77%	42%	76%	*	*	-	*	50%	*	74%	58%	65%	60%
	2018	78%	81%	<b>78%</b>	65%	82%	87%	-	88%	-	*	50%	*	82%	74%	67%	85%
At Meets Grade Level or Above	2019	49%	49%	<b>30%</b>	21%	18%	51%	*	*	-	*	17%	*	32%	27%	20%	20%
	2018	47%	48%	<b>41%</b>	33%	33%	53%	-	63%	-	*	20%	*	46%	34%	25%	62%
At Masters Grade Level	2019	25%	24%	<b>10%</b>	8%	6%	19%	*	*	-	*	8%	*	10%	11%	5%	10%
	2018	23%	22%	<b>15%</b>	14%	9%	22%	-	13%	-	*	0%	*	18%	11%	10%	15%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>68%</b>	56%	69%	78%	-	57%	-	*	22%	*	69%	67%	59%	67%
	2018	73%	78%	<b>64%</b>	45%	59%	88%	-	80%	-	-	23%	*	80%	52%	48%	80%
At Meets Grade Level or Above	2019	44%	47%	<b>39%</b>	39%	34%	50%	-	14%	-	*	11%	*	39%	39%	21%	20%
	2018	46%	52%	<b>41%</b>	22%	41%	60%	-	80%	-	-	0%	*	57%	30%	29%	80%
At Masters Grade Level	2019	22%	23%	<b>17%</b>	15%	19%	22%	-	0%	-	*	0%	*	20%	14%	7%	7%
	2018	24%	27%	<b>22%</b>	14%	18%	30%	-	60%	-	-	0%	*	28%	18%	19%	40%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	81%	<b>68%</b>	54%	66%	85%	-	71%	-	*	44%	*	72%	64%	48%	60%
	2018	78%	82%	<b>62%</b>	37%	76%	85%	-	80%	-	-	15%	*	76%	52%	55%	80%
At Meets Grade Level or Above	2019	48%	54%	<b>40%</b>	34%	38%	48%	-	43%	-	*	22%	*	42%	38%	21%	47%
	2018	49%	51%	<b>38%</b>	24%	35%	53%	-	80%	-	-	0%	*	50%	30%	19%	60%
At Masters Grade Level	2019	28%	34%	<b>23%</b>	22%	22%	22%	-	43%	-	*	22%	*	22%	24%	14%	33%
	2018	27%	29%	<b>21%</b>	12%	12%	35%	-	40%	-	-	0%	*	26%	18%	10%	20%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	72%	<b>72%</b>	68%	81%	78%	-	43%	-	*	22%	*	73%	71%	63%	67%
	2018	63%	69%	<b>66%</b>	53%	65%	83%	-	80%	-	-	15%	*	74%	61%	55%	80%
At Meets Grade Level or Above	2019	35%	40%	<b>36%</b>	27%	38%	50%	-	14%	-	*	11%	*	34%	38%	25%	27%
	2018	39%	45%	<b>48%</b>	31%	47%	68%	-	60%	-	-	0%	*	52%	45%	32%	80%
At Masters Grade Level	2019	11%	13%	<b>12%</b>	10%	19%	11%	-	0%	-	*	0%	*	14%	9%	5%	13%
	2018	11%	12%	<b>12%</b>	10%	18%	10%	-	40%	-	-	0%	*	9%	15%	10%	20%
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	91%	<b>82%</b>	81%	68%	90%	-	83%	-	-	44%	*	92%	75%	69%	75%
	2018	84%	89%	<b>89%</b>	88%	93%	85%	-	*	-	100%	67%	100%	90%	88%	83%	100%
At Meets Grade Level or Above	2019	54%	63%	<b>47%</b>	35%	42%	62%	-	67%	-	-	0%	*	67%	31%	34%	63%
	2018	54%	59%	<b>49%</b>	45%	50%	51%	-	*	-	80%	17%	33%	63%	38%	36%	50%

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

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Masters Grade Level	2019	29%	35%	<b>30%</b>	17%	32%	43%	-	50%	-	-	0%	*	46%	18%	20%	50%	
	2018	26%	28%	<b>28%</b>	20%	25%	34%	-	*	-	80%	17%	17%	37%	22%	14%	17%	
<b>Grade 5 Mathematics<sup>A</sup></b>																		
At Approaches Grade Level or Above	2019	90%	94%	<b>86%</b>	81%	84%	90%	-	100%	-	-	56%	*	94%	79%	80%	88%	
	2018	91%	94%	<b>93%</b>	93%	97%	90%	-	*	-	83%	63%	100%	92%	93%	85%	100%	
At Meets Grade Level or Above	2019	58%	65%	<b>48%</b>	33%	47%	62%	-	83%	-	-	6%	*	67%	33%	29%	75%	
	2018	58%	65%	<b>48%</b>	44%	34%	62%	-	*	-	50%	13%	33%	58%	40%	33%	50%	
At Masters Grade Level	2019	36%	43%	<b>29%</b>	17%	32%	38%	-	67%	-	-	6%	*	48%	15%	17%	38%	
	2018	30%	32%	<b>21%</b>	21%	17%	21%	-	*	-	33%	0%	17%	30%	14%	18%	50%	
<b>Grade 5 Science</b>																		
At Approaches Grade Level or Above	2019	75%	79%	<b>53%</b>	37%	53%	71%	-	67%	-	-	6%	*	75%	36%	34%	63%	
	2018	76%	80%	<b>63%</b>	49%	66%	74%	-	*	-	67%	25%	67%	70%	59%	48%	100%	
At Meets Grade Level or Above	2019	49%	54%	<b>37%</b>	19%	42%	55%	-	50%	-	-	0%	*	60%	19%	23%	50%	
	2018	41%	44%	<b>25%</b>	19%	21%	31%	-	*	-	50%	0%	33%	32%	20%	10%	50%	
At Masters Grade Level	2019	24%	27%	<b>15%</b>	12%	16%	17%	-	33%	-	-	0%	*	27%	6%	6%	25%	
	2018	17%	17%	<b>9%</b>	12%	7%	7%	-	*	-	17%	0%	33%	9%	9%	5%	17%	
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2019	78%	81%	<b>70%</b>	65%	63%	81%	*	64%	-	50%	35%	74%	76%	64%	59%	64%	
	2018	77%	81%	<b>74%</b>	60%	78%	84%	-	88%	-	78%	35%	89%	80%	69%	64%	86%	
At Meets Grade Level or Above	2019	50%	54%	<b>38%</b>	29%	33%	52%	*	40%	-	19%	8%	39%	44%	32%	22%	36%	
	2018	48%	53%	<b>40%</b>	30%	37%	52%	-	50%	-	43%	7%	41%	48%	34%	27%	56%	
At Masters Grade Level	2019	24%	26%	<b>19%</b>	14%	18%	25%	*	27%	-	6%	5%	13%	24%	14%	9%	20%	
	2018	22%	24%	<b>18%</b>	14%	16%	23%	-	23%	-	30%	2%	30%	22%	15%	12%	24%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2019	75%	78%	<b>71%</b>	67%	62%	82%	*	63%	-	67%	36%	67%	75%	67%	60%	61%	
	2018	74%	79%	<b>75%</b>	63%	77%	85%	-	88%	-	88%	41%	90%	81%	70%	65%	83%	
At Meets Grade Level or Above	2019	48%	52%	<b>37%</b>	32%	30%	50%	*	31%	-	17%	5%	33%	42%	32%	21%	27%	
	2018	46%	52%	<b>41%</b>	29%	45%	50%	-	38%	-	50%	10%	40%	49%	34%	31%	50%	
At Masters Grade Level	2019	21%	24%	<b>21%</b>	15%	18%	30%	*	19%	-	0%	3%	11%	27%	14%	9%	15%	
	2018	19%	22%	<b>22%</b>	15%	22%	29%	-	19%	-	50%	7%	30%	27%	18%	15%	25%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2019	82%	85%	<b>73%</b>	72%	61%	84%	*	75%	-	50%	51%	67%	79%	68%	62%	67%	
	2018	81%	84%	<b>78%</b>	64%	86%	87%	-	88%	-	78%	39%	100%	84%	73%	70%	88%	
At Meets Grade Level or Above	2019	52%	55%	<b>39%</b>	29%	32%	54%	*	56%	-	33%	13%	33%	45%	33%	23%	45%	
	2018	50%	53%	<b>42%</b>	33%	34%	56%	-	63%	-	33%	10%	40%	51%	35%	26%	58%	
At Masters Grade Level	2019	26%	29%	<b>21%</b>	16%	18%	26%	*	44%	-	17%	10%	11%	25%	17%	12%	27%	
	2018	24%	25%	<b>19%</b>	15%	13%	26%	-	25%	-	22%	0%	30%	24%	15%	13%	25%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2019	68%	74%	<b>72%</b>	68%	81%	78%	-	43%	-	*	22%	*	73%	71%	63%	67%	
	2018	66%	72%	<b>66%</b>	53%	65%	83%	-	80%	-	-	15%	*	74%	61%	55%	80%	
At Meets Grade Level or Above	2019	38%	44%	<b>36%</b>	27%	38%	50%	-	14%	-	*	11%	*	34%	38%	25%	27%	
	2018	41%	48%	<b>48%</b>	31%	47%	68%	-	60%	-	-	0%	*	52%	45%	32%	80%	
At Masters Grade Level	2019	14%	17%	<b>12%</b>	10%	19%	11%	-	0%	-	*	0%	*	14%	9%	5%	13%	
	2018	13%	14%	<b>12%</b>	10%	18%	10%	-	40%	-	-	0%	*	9%	15%	10%	20%	

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

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

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>53%</b>	37%	53%	71%	-	67%	-	-	6%	*	75%	36%	34%	63%
	2018	80%	83%	<b>63%</b>	49%	66%	74%	-	*	-	67%	25%	67%	70%	59%	48%	100%
At Meets Grade Level or Above	2019	54%	58%	<b>37%</b>	19%	42%	55%	-	50%	-	0%	*	60%	19%	23%	50%	
	2018	51%	55%	<b>25%</b>	19%	21%	31%	-	*	-	50%	0%	33%	32%	20%	10%	50%
At Masters Grade Level	2019	25%	27%	<b>15%</b>	12%	16%	17%	-	33%	-	0%	*	27%	6%	6%	25%	
	2018	23%	26%	<b>9%</b>	12%	7%	7%	-	*	-	17%	0%	33%	9%	9%	5%	17%

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

Total Students: 816  
Grade Span: KG - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: CATHERINE BELL EL  
Campus Number: 061901127

		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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	61	<b>52</b>	53	47	57	-	50	-	*	33	*	59	45	40	54
	2018	63	63	<b>61</b>	55	63	63	-	*	-	-	58	*	68	55	60	*
Grade 4 Mathematics	2019	65	73	<b>53</b>	51	53	53	-	57	-	*	44	*	52	54	45	60
	2018	65	67	<b>61</b>	56	63	65	-	*	-	-	38	*	62	61	52	*
Grade 5 ELA/Reading	2019	81	84	<b>85</b>	86	81	85	-	83	-	-	78	*	80	89	89	100
	2018	80	82	<b>84</b>	88	80	82	-	*	-	90	75	75	79	88	81	75
Grade 5 Mathematics	2019	83	89	<b>92</b>	92	94	90	-	100	-	-	94	*	90	93	96	100
	2018	81	83	<b>87</b>	92	85	88	-	*	-	67	100	100	90	85	89	100
All Grades Both Subjects	2019	69	70	<b>69</b>	72	64	70	-	71	-	44	70	75	69	70	62	71
	2018	69	70	<b>74</b>	72	75	74	-	86	-	77	63	89	75	73	72	88
All Grades ELA/Reading	2019	68	69	<b>67</b>	71	59	70	-	65	-	*	63	60	68	67	59	69
	2018	69	70	<b>73</b>	70	73	72	-	93	-	90	64	79	74	72	71	85
All Grades Mathematics	2019	70	72	<b>71</b>	73	68	71	-	77	-	*	78	90	69	73	64	73
	2018	70	70	<b>75</b>	73	76	76	-	79	-	67	63	100	77	73	73	90

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

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

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	45%	<b>38%</b>	44%	21%	41%	-	*	-	*	29%	31%	29%
	2018	38%	45%	<b>39%</b>	29%	38%	50%	-	*	-	-	*	28%	*
Mathematics	2019	45%	50%	<b>51%</b>	55%	42%	50%	-	*	-	*	43%	39%	*
	2018	47%	53%	<b>51%</b>	41%	75%	47%	-	*	-	-	*	48%	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>71%</b>	69%	58%	79%	-	83%	-	-	11%	57%	60%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>29%</b>	31%	42%	21%	-	17%	-	-	89%	43%	40%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>82%</b>	81%	68%	90%	-	83%	-	-	44%	69%	60%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	<b>69%</b>	60%	68%	76%	-	100%	-	-	22%	60%	80%
Students Requiring Accelerated Instruction														
	2019	17%	12%	<b>31%</b>	40%	32%	24%	-	0%	-	-	78%	40%	20%
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>86%</b>	81%	84%	90%	-	100%	-	-	56%	80%	80%

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

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

Total Students: 816  
 Grade Span: KG - 05  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>70%</b>	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	77%	81%	<b>74%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
At Meets Grade Level or Above	2019	50%	54%	<b>38%</b>	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	48%	53%	<b>40%</b>	-	-	-	-	-	41%	41%	-	-	41%	41%
At Masters Grade Level	2019	24%	26%	<b>19%</b>	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	22%	24%	<b>18%</b>	-	-	-	-	-	15%	15%	-	-	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	<b>71%</b>	-	-	-	-	-	57%	57%	-	-	57%	57%
	2018	74%	79%	<b>75%</b>	-	-	-	-	-	78%	78%	-	-	78%	78%
At Meets Grade Level or Above	2019	48%	52%	<b>37%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	46%	52%	<b>41%</b>	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	21%	24%	<b>21%</b>	-	-	-	-	-	7%	7%	-	-	7%	7%
	2018	19%	22%	<b>22%</b>	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>73%</b>	-	-	-	-	-	63%	63%	-	-	63%	63%
	2018	81%	84%	<b>78%</b>	-	-	-	-	-	83%	83%	-	-	83%	83%
At Meets Grade Level or Above	2019	52%	55%	<b>39%</b>	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	50%	53%	<b>42%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
At Masters Grade Level	2019	26%	29%	<b>21%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	24%	25%	<b>19%</b>	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	<b>72%</b>	-	-	-	-	-	67%	67%	-	-	67%	67%
	2018	66%	72%	<b>66%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	44%	<b>36%</b>	-	-	-	-	-	27%	27%	-	-	27%	27%
	2018	41%	48%	<b>48%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	17%	<b>12%</b>	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	13%	14%	<b>12%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>53%</b>	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	80%	83%	<b>63%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	58%	<b>37%</b>	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	51%	55%	<b>25%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	27%	<b>15%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	26%	<b>9%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>69%</b>	-	-	-	-	-	66%	66%	-	-	66%	66%
	2018	69%	70%	<b>74%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
All Grades ELA/Reading	2019	68%	69%	<b>67%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	70%	<b>73%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	72%	<b>71%</b>	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	70%	70%	<b>75%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	45%	<b>38%</b>	-	-	-	-	-	29%	29%	-	-	29%	29%
	2018	38%	45%	<b>39%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	50%	<b>51%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	53%	<b>51%</b>	-	-	-	-	-	*	*	-	-	*	*



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

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	88%	97%	98%	*	100%	-	100%	88%	88%	100%
Not Included in Accountability													
Mobile	4%	4%	<b>6%</b>	12%	3%	2%	*	0%	-	0%	12%	12%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>97%</b>	95%	96%	98%	-	98%	-	100%	96%	93%	98%
Not Included in Accountability													
Mobile	4%	5%	<b>3%</b>	5%	4%	2%	-	2%	-	0%	4%	7%	2%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	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: CATHERINE BELL EL  
 Campus Number: 061901127

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.0%	<b>96.3%</b>	96.9%	96.2%	95.7%	*	97.2%	*	93.6%	95.3%	95.8%	97.0%
2016-17	95.7%	96.1%	<b>96.5%</b>	97.0%	96.6%	96.1%	*	97.2%	*	95.5%	95.9%	96.6%	97.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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: CATHERINE BELL EL  
 Campus Number: 061901127

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2015</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

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

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	<b>Campus Count</b>	<b>Campus Percent</b>	<b>District Count</b>	<b>State Count</b>
<b>Graduates (2017-18 Annual Graduates)</b>				
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: 816

Grade Span: KG - 05

School Type: Elementary

District Name: DENTON ISD

Campus Name: CATHERINE BELL EL

Campus Number: 061901127

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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: CATHERINE BELL EL  
 Campus Number: 061901127

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

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

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

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

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	57.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	62.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

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

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
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
<b>Average SAT Score (Annual Graduates) ***</b>													
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
<b>Average ACT Score (Annual Graduates) ***</b>													
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: 816  
Grade Span: KG - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: CATHERINE BELL EL  
Campus Number: 061901127

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
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: 816  
Grade Span: KG - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: CATHERINE BELL EL  
Campus Number: 061901127

<b>Student Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students	816	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	128	15.7%	6.9%	6.9%
Grade 1	142	17.4%	7.1%	7.1%
Grade 2	150	18.4%	7.3%	7.2%
Grade 3	136	16.7%	7.1%	7.3%
Grade 4	135	16.5%	7.6%	7.6%
Grade 5	125	15.3%	7.7%	7.7%
Grade 6	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	334	40.9%	16.5%	12.6%
Hispanic	165	20.2%	31.1%	52.6%
White	280	34.3%	46.7%	27.4%
American Indian	2	0.2%	0.6%	0.4%
Asian	31	3.8%	3.4%	4.5%
Pacific Islander	0	0.0%	0.2%	0.2%
Two or More Races	4	0.5%	1.4%	2.4%
Economically Disadvantaged	325	39.8%	45.5%	60.6%
Non-Educationally Disadvantaged	491	60.2%	54.5%	39.4%
Section 504 Students	69	8.5%	11.3%	6.5%
English Learners (EL)	56	6.9%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.1%	1.4%
Students w/ Dyslexia	18	2.2%	2.6%	3.6%
At-Risk	348	42.6%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	27.7%	34.3%	42.4%
Students with Physical Disabilities	28	43.1%	25.2%	21.9%
Students with Autism	*	*	10.7%	13.7%
Students with Behavioral Disabilities	**	**	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	99	13.9%	15.1%	15.4%

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

Total Students: 816  
 Grade Span: KG - 05  
 School Type: Elementary

District Name: DENTON ISD  
 Campus Name: CATHERINE BELL EL  
 Campus Number: 061901127

<b>Student Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	Count	Percent		
By Ethnicity:				
African American	37	5.2%		
Hispanic	28	3.9%		
White	29	4.1%		
American Indian	1	0.1%		
Asian	4	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

<b>Student Information</b>	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	1.8%	1.7%	0.0%	8.4%	6.2%
Grade 1	0.0%	0.8%	3.1%	0.0%	3.8%	5.5%
Grade 2	0.9%	0.4%	1.8%	0.0%	1.1%	2.3%
Grade 3	0.0%	0.2%	1.1%	8.3%	0.4%	0.9%
Grade 4	0.0%	0.3%	0.5%	0.0%	1.1%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.2%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.4%	0.7%
Grade 9	-	3.4%	7.2%	-	1.2%	12.7%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.3	16.9	18.9
Grade 1	20.3	17.3	18.8
Grade 2	21.5	17.4	18.7
Grade 3	22.7	18.5	18.9
Grade 4	22.5	18.8	19.2
Grade 5	25.0	19.5	21.2
Grade 6	-	20.8	20.4
Secondary:			
English/Language Arts	-	19.5	16.6
Foreign Languages	-	18.3	18.9
Mathematics	-	19.4	17.8
Science	-	20.2	18.9
Social Studies	-	21.8	19.3

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

Total Students: 816  
Grade Span: KG - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: CATHERINE BELL EL  
Campus Number: 061901127

<b>Staff Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	63.5	100.0%	100.0%	100.0%
Professional Staff:	58.5	92.1%	74.8%	64.1%
Teachers	48.7	76.8%	57.9%	49.8%
Professional Support	6.2	9.8%	13.4%	10.1%
Campus Administration (School Leadership)	3.5	5.5%	2.8%	3.0%
Educational Aides:	5.0	7.9%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	1.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	18.0	28.3%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	9.0	18.5%	8.1%	10.6%
Hispanic	3.5	7.2%	14.0%	27.7%
White	36.2	74.4%	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	0.0	0.0%	1.9%	1.1%
Males	4.1	8.3%	24.5%	23.8%
Females	44.7	91.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7.6%	1.4%
Bachelors	40.0	82.1%	64.4%	73.6%
Masters	8.0	16.4%	27.3%	24.3%
Doctorate	0.7	1.5%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.1%	4.3%	7.0%
1-5 Years Experience	23.5	48.2%	26.8%	28.9%
6-10 Years Experience	12.1	24.7%	21.7%	19.0%
11-20 Years Experience	9.2	18.9%	33.2%	29.3%
Over 20 Years Experience	2.0	4.1%	14.0%	15.7%
Number of Students per Teacher	16.7	n/a	13.4	15.1

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

Total Students: 816  
Grade Span: KG - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: CATHERINE BELL EL  
Campus Number: 061901127

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	6.1	5.4
Average Years Experience of Assistant Principals	9.0	5.7	5.3
Average Years Experience of Assistant Principals with District	6.7	5.1	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	7.4	11.1	11.1
Average Years Experience of Teachers with District:	3.6	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,000	\$49,389	\$47,218
1-5 Years Experience	\$53,657	\$54,043	\$50,408
6-10 Years Experience	\$55,330	\$55,902	\$52,786
11-20 Years Experience	\$58,426	\$58,273	\$56,041
Over 20 Years Experience	\$62,669	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,313	\$57,037	\$54,122
Professional Support	\$59,220	\$61,015	\$64,069
Campus Administration (School Leadership)	\$75,698	\$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: 816  
Grade Span: KG - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: CATHERINE BELL EL  
Campus Number: 061901127

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	53	6.5%	14.7%	19.7%
Career & Technical Education	0	0.0%	30.4%	26.3%
Gifted & Talented Education	67	8.2%	10.9%	8.1%
Special Education	65	8.0%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.1%	2.1%	6.4%
Career & Technical Education	0.0	0.0%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	1.0	2.1%	1.4%	2.0%
Regular Education	43.2	88.6%	79.5%	71.4%
Special Education	3.6	7.3%	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](#)

**Denton Independent School District**  
**Cross Oaks Elementary**  
**2020-2021 Campus Improvement Plan**



**Board Approval Date:** November 17, 2020  
**Public Presentation Date:** November 17, 2020

# Mission Statement

Learning for All

## Vision

We accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels, both in their academic and social-emotional development.

## Value Statement

1. Our school is a family. Building positive relationships based on mutual respect and consideration is the foundation of our success.
2. Parents, students, and staff are essential partners in our work. We welcome input and strive for open, transparent, and timely communication.
3. We embrace all our kids as all our kids. We all can play a part in the success of every student.
4. We maintain high expectations for teaching, learning, quality of work, and behavior.
5. We work to meet the needs of the whole child, including their academic, physical, social, and emotional development.
6. We empower students to take leadership in their own learning and grow in their responsibility and independence.
7. We value continuous learning for all students and staff members. We are forward-thinking in our use of best practices to meet student needs.

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

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



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# Comprehensive Needs Assessment

Revised/Approved: October 21, 2020

## Demographics

### Demographics Summary

A survey developed at the campus level was provided to all Cross Oaks Elementary teachers and staff. In this survey, respondents were asked to give feedback on areas they needed additional support and/or professional learning.

- Supporting students with significant attention needs (ADHD) – 16 responses
- Supporting the learning needs of dyslexic students in my class – 12 responses
- Supporting the behavioral learning needs of students with disabilities – 10 responses
- Identification of students in need of formal evaluation for special programs (special education, dyslexia, 504, etc.) – 9 responses
- Supporting the needs of gifted and talented students, or those performing above grade level – 7 responses
- Supporting students' social and emotional needs – 7 responses
- Supporting the learning needs of English Language Learners (ELL, ESL) students in my class – 5 responses
- Supporting the academic learning needs of students with disabilities – 5 responses

### Discipline Referral Data

2019-2020 156 Referrals (by March 2020)

2018-2019 148 Referrals

2017-2018 156 Referrals

2016-2017 165 Referrals

2015-2016 172 Referrals

Our campus had decreases in overall discipline referrals for three consecutive years, but we had an increase in office referrals during the 2019-2020 school year, keeping in mind that no discipline referrals were given from March to May 2020 during the Covid-19 school closure.

During the 2019-2020 school year, 80% of discipline referrals were for male students, while 20% were for female students. While 25% of the Cross Oaks student population is African American, this subgroup made up 38% of office referrals last year. 23% of Cross Oaks are of Hispanic ethnicity, and this subgroup made up 21% of office referrals. Approximately 10% of Cross Oaks students have an IEP, and 12% of discipline referrals were for students with an IEP.

### Demographics Strengths

In the 2019-2020 school year, the percentage of discipline referrals for students of Hispanic ethnicity and for students with IEPs was comparable to the overall percentage of these

populations at Cross Oaks Elementary.

# Student Learning

## Student Learning Summary

The first Cross Oaks Elementary Campus Improvement Plan (CIP) goal for the 2019-2020 school year was, "By May 2020, 75% of Cross Oaks students will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year."

From September 2019 to March 2020 (before the school closure due to the COVID-19 pandemic), we had increased the percentage of students reading at grade level expectations from 58% to 67%. Our teachers and school community are proud of this growth, and we expect that if the school closure had not taken place that we would have met our goal of 75% of students reading on grade level by May 2020. The growth we experienced was due to systematic reading intervention systems in each grade level, an emphasis on guided reading and conferring through readers workshop, strong reading intervention provided by grade level teachers and campus interventionists, and routine progress monitoring of reading level throughout the school year.

		At Risk	Prog.	On Lev.	Ab. Lev.
CROSS OAKS (1-5)	Sep	119	98	85	207
		23%	19%	17%	41%
	Dec	98	68	109	235
		19%	13%	21%	46%
	Jan	113	48	82	271
		22%	9%	16%	53%
	Feb	115	55	138	209
		22%	11%	27%	40%
	Mar	115	55	138	209
		22%	11%	27%	40%
	Apr				
	May				

80% of Cross Oaks teachers agreed that this CIP goal helped improve student achievement in reading and in other content areas during the 2019-2020 school year. 72% of teachers agreed that our reading and literacy intervention systems were effective in meeting our students' learning needs. These systematic practices and interventions should be utilized again during the 2020-2021 school year.

After completing beginning-of-year reading assessments in September 2020, we found that 47% of 1st-5th grade students at Cross Oaks Elementary were reading independently at grade level expectations. The primary reason for the decline in this percentage was the lack of educational opportunity and reading engagement our students experienced during the school closure resulting from the COVID-19 pandemic.

Teachers agreed that continuing to have a full time reading interventionist to serve 3rd-5th students and a title-funded paraprofessional to serve our K-2 students' basic literacy needs is very important to continue to Cross Oaks during the 2020-2021 school year.

The second Cross Oaks Elementary Campus Improvement Plan (CIP) goal for the 2019-2020 school year was, "By May 2020, 60% of Cross Oaks students will be performing at grade level expectations in their math fluency as measured by relevant components of the Primary Numeracy Assessment." This goal was not met during the 2019-2020 school year, and further work is needed in the area of numeracy fluency to make up significant learning gaps in mathematics that were a concern prior to the pandemic, but were made more severe during the school closure.

2nd Grade			
	At Risk	Prog.	On Level
Sep 2019	54%	39%	7%
Jan 2020	54%	20%	26%

1st Grade			
	At Risk	Prog.	On Level
Sep 2019	27%	27%	46%
Jan 2020	27%	47%	26%

Kindergarten			
	At Risk	Prog.	On Level
Sep 2019	1%	2%	*97%
Jan 2020	7%	12%	81%

*\*On level for kindergarten BOY is measured by counting in sequence from 1 to 10*

68% of teachers agreed that the Primary Numeracy and Multiplicative assessments helped our school meet student math fluency needs during the 2019-2020 school year. 50% of teachers felt that our math intervention systems during the 2019-2020 school year were not sufficient in meeting student needs. Teachers agreed it would be important to have a full time (as opposed to half time) math interventionist for the 2020-2021 school year.

### Student Learning Strengths

The percentage of students at Cross Oaks Elementary grew from 58% in September 2019 to 67% in March 2020.

# School Processes & Programs

## School Processes & Programs Summary

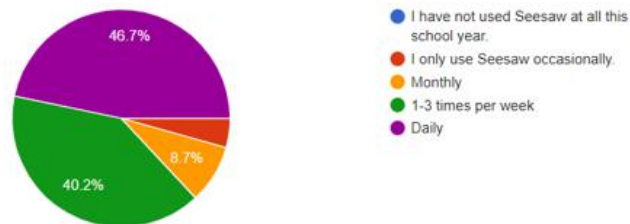
When surveyed in April 2020, 100% of teachers and 97% of parents agreed that Seesaw is a good tool for parent and teacher communication and engagement.

87% of parents and 85% of teachers agreed that Seesaw is an effective tool for motivating and engaging students in learning.

87% of parents reported that they used Seesaw to communicate with teachers and see what their children were learning in class at least once a week, and nearly half of parents reported using Seesaw on a daily basis for this purpose.

On average, how often did you use Seesaw to communicate with teachers and see what your child was learning in class this year?

92 responses



89% of Cross Oaks classroom teachers from the 2019-2020 school year returned for the 2020-2021 school year. 80% of all Cross Oaks staff members from the 2019-2020 school year returned in 2020-2021. Surveyed in April 2020, 87% of Cross Oaks teachers reported that they see themselves working at Cross Oaks Elementary in the next 5-10 years. Teachers were asked to report the most significant factors that influenced their decision to continue working at Cross Oaks.

What are the most significant factors that influence your decision to continue working at Cross Oaks? (included are factors that received 6 or more responses from teachers)

**Our school's culture and climate** – 28 responses

**School leadership** – 24 responses

**My team** – 23 responses

**Our staff is a family** – 22 responses

**The students at Cross Oaks** – 17 responses

**Support from campus/district specialists** – 15 responses

**I can grow and meet my professional goals** – 15 responses

**Location of school/commute time** – 13 responses

**Support and encouragement from Cross Oaks families** – 9 responses

97% of staff and 99% of parents reported that Cross Oaks is a safe school. 97% of parents reported that they trusted the staff at Cross Oaks to keep their children physically safe and cared for socially and emotionally.

72% of teachers agreed that using title funds should be used to purchase Fountas and Pinnell reading assessment kits for the lower grade levels.

We have been considering using title funds to purchase Fountas & Pinnell reading assessment kits to assess reading levels A-N. This would mean we would not longer use DRA, and would only use Fountas & Pinnell for formally assess reading levels at Cross Oaks. Given our current reality, should we move forward with this change for 20-21?

32 responses



### School Processes & Programs Strengths

Seesaw continues to be an effective tool for parent/teacher communication, as well as a motivating tool for students in the classroom. Seesaw allows families to be better informed as to their children's learning progress in school.

Nearly 100% of staff and families agree that Cross Oaks is a safe school.

# Perceptions

## Perceptions Summary

Our third CIP goal for the 2019-2020 school year was, "As evidenced by the 2019-2020 Culture and Climate Survey, at least 80% of Cross Oaks parents will agree that they receive timely and helpful feedback about student work." This goal represented an increase from 68% of parents agreeing with this statement in the spring of 2019. This goal was met, as 89% of parents surveyed in the spring of 2020 agreed with this statement.

## Perceptions

### Goal 3

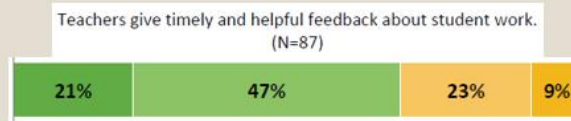
As evidenced by the 2019-2020 Culture and Climate Survey, at least 80% of Cross Oaks parents will agree that they receive timely and helpful feedback about student work.

#### Spring 2019

68% of parents agreed / strongly agreed

#### Spring 2020

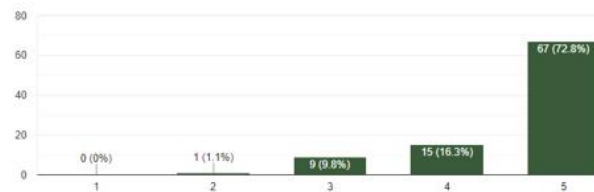
89% of parents agreed / strongly agreed



#### Family Involvement in Student Learning

I receive timely and helpful feedback from my children's teachers about their work and their learning.

92 responses



When surveyed in spring 2020, our staff agreed that Capturing Kids' Hearts is an important program at our school.

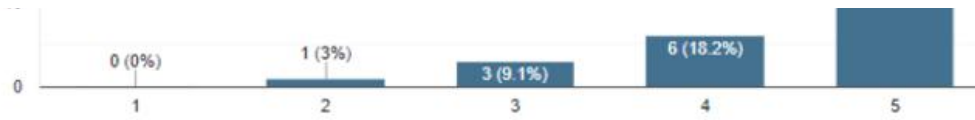
## Perceptions (Climate & Culture)

Capturing Kids' Hearts is an important program at Cross Oaks, and it has made a positive impact on our school culture and the quality of our relationships with children, parents, and one another.

33 responses





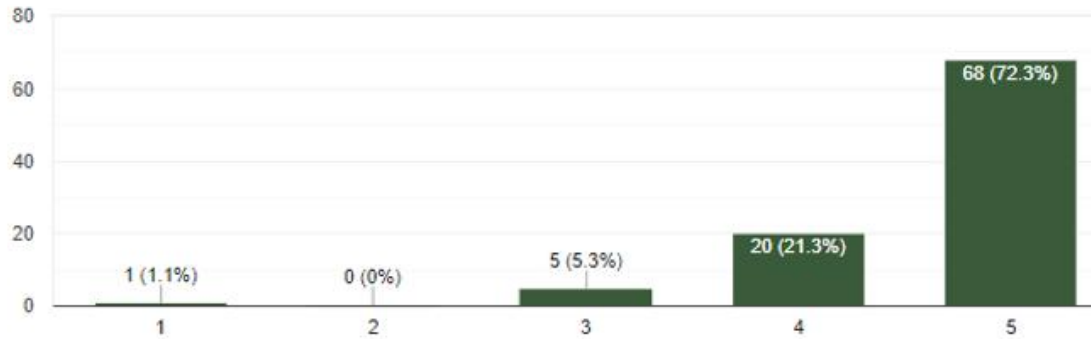


The results below are parent responses to a campus survey in April 2020.

Cross Oaks families and community members are informed about school events and activities, such as Meet the Teacher Night, evening family events, and student performances.



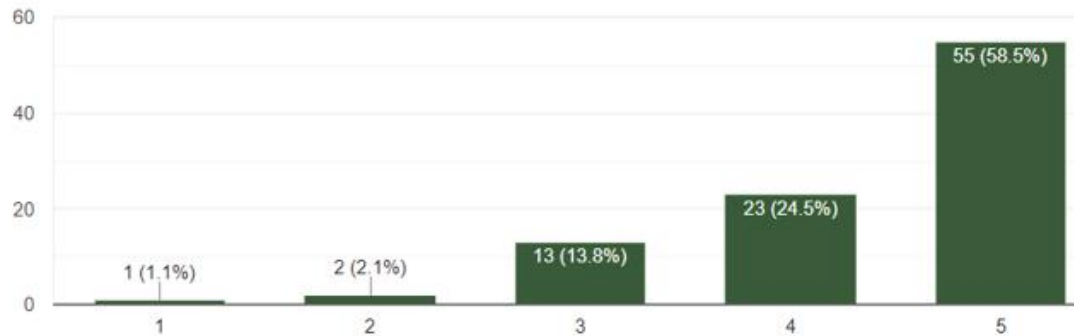
94 responses



Cross Oaks families are encouraged to volunteer and are informed about volunteer opportunities at our school.

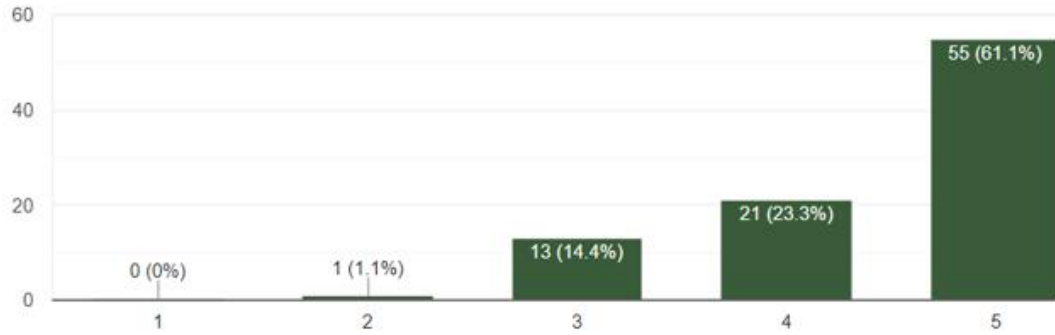


94 responses



When my child is struggling in their learning, my teachers communicate with me and lets me know what additional academic support my child will receive in school.

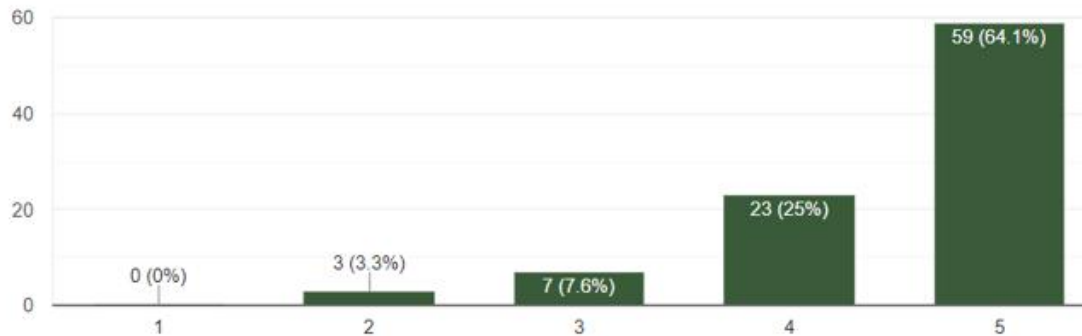
90 responses



The teachers and staff at Cross Oaks share ways I can support my child's learning at home.



92 responses



These are comments left by parents on the survey in April 2020.

## Perceptions (Family Involvement)

"Any opportunity that involves helping children is fulfilling to me."

"Really appreciate all of the varied volunteer opportunities. There's always something to fit my schedule."

"They feel safe and loved while staying on point in learning. They feel like they add value to the class."

"The teachers are continually checking in on our wellbeing and asking if we need any more support, they have been so kind and helpful."

"Overall communication by teachers has been great! They all deserve a raise!"

"In my opinion, the teacher's and staff have totally remained calm given the situation we were all thrown in. So in turn, as a parent, I haven't felt the stress in the responsibility to keep my child's learning going."

"My child's teacher recognized a need to adjust how her class approached learning, and made appropriate changes."

"My kids are always encouraged and continue to believe in themselves through the struggle. I believe this is because the teachers & COE staff do such a great job at building the kids up, making them feel capable and empowered."

"Every professional we have worked with at the school has been consistently engaging, thoughtful, and creative in looking for solutions and ideas. Everyone seems to work well together and respect each other, which is both very valuable to see as a parent and also is a good role model for students to follow."

"We love the closeness of this school. Feels like family."

"I love the family feeling of Cross Oaks and how you can tell the genuine love they have for their students and for teaching."

## **Perceptions Strengths**

Our campus met our goal for the 2019-2020 of improving parent perceptions regarding their receiving timely and helpful feedback about their students' work.

There is much to celebrate regarding our parent responses to our campus survey in the spring of 2020, in regard to family involvement, parent communication, and opportunities to support learning from home.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

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

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

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

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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





**Performance Objective 1:** In September 2020, 47% of Cross Oaks Elementary students in grades 1-5 are reading at grade level expectations. By May 2021, at least 70% of Cross Oaks students in grades K-5 will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year.

### HB3 Goal

**Evaluation Data Sources:** Formal and informal reading level assessments from the 2019-2020 and 2020-2021 school years, teacher responses to a campus survey in spring of 2020

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers</p> <p><b>Funding Sources:</b> Title I funding - Title I, Part A - \$35,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Fund K-2nd literacy intervention paraprofessional to support intervention for students in lower grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Significant growth for K-3 students in their underlying literacy skills, such as word lists, phonemic awareness, and letters/sounds.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers</p> <p><b>Funding Sources:</b> Title I funding - Title I, Part A - \$20,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 3:</b> Purchase Fountas and Pinnell Reading Assessment System to support rigorous reading level assessment in grades K-5th.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a universal reading assessment system at Cross Oaks Elementary to assess all reading levels and all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers</p> <p><b>Funding Sources:</b> Title I funding - Title I, Part A - \$5,525</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Consistently implement Lucy Calkins reading and writing units of study curriculum in all classrooms grades K-5th, with full implementation of Lucy Calkins phonics curriculum in grades K-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, campus reading specialists, grade level language arts teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Utilize consistently implemented systems in all grade levels for guided reading, conferring, and reading intervention provided by grade level teachers, campus interventionists, and special education teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> Utilize Istation assessment and intervention systems in all grade levels, systematically and strategically throughout 2019-2020 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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





**Performance Objective 2:** In September 2020, 27% of Cross Oaks Elementary students in grades 1-2 are meeting grade level expectations for numeracy fluency. By May 2021, at least 60% of Cross Oaks students in grades K-5 will be performing at grade level expectations for numeracy fluency, and 80% of Cross Oaks students in grades K-5 will make at least one year's growth in their numeracy fluency skills this school year.

**HB3 Goal**

**Evaluation Data Sources:** Primary Numeracy formal numeracy fluency assessments for 2019-2020 and 2020-2021 school years, teacher responses to a campus survey in spring of 2020

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Supplement the salary of .5 campus math interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus intervention team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Fund K-2nd math intervention paraprofessional to support numeracy fluency intervention for students in 2nd-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Significant increase in percentage of students performing on grade level in their numeracy fluency skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers</p> <p><b>Funding Sources:</b> Title I funding - Title I, Part A - \$18,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Create a math-rich school environment where students will experience mathematical thinking and stimulation in the classroom and in all campus common areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 4:</b> Provide ongoing and strategic numeracy fluency training to all grade level teachers, intervention paraprofessionals, and special education teachers relating to providing targeted math fluency intervention to students based on deficits on the Primary Numeracy assessment and the incorporation of numeracy fluency intervention into spiral review activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers, special education teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Provide Primary Numeracy binders for K-5 math teachers, campus math interventionists, and special education teachers, complete with resources and intervention activities to support targeted numeracy fluency assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers, special education teachers</p> <p><b>Funding Sources:</b> Title 1 funding - Title I, Part A - \$400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> Number Talks will be utilized as an instructional tool in all K-5 math classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p><b>Staff Responsible for Monitoring:</b> Grade level math teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 2:** . Culture & Climate

In pursuit of excellence, we will:





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

**Performance Objective 1:** The teachers and staff of Cross Oaks Elementary School will engage in professional development and tools related to supporting students' social and emotional needs at school, particularly students who have experienced long-term or short-term trauma.

**Evaluation Data Sources:** Parent perceptions reported on a campus survey in the spring of 2020, teacher responses to a campus survey in the spring of 2020, discipline referral data from the 2019-2020 school year

**Summative Evaluation:** None

<p><b>Strategy 1:</b> All Cross Oaks staff members will complete 4-hour TBRI online training through TCU in the summer of 2020.  <b>Strategy's Expected Result/Impact:</b> Cross Oaks staff will be prepared to understand what occurs developmentally in the brains of children who have experienced trauma. Staff will also be prepared to form positive relationships with these children and respond to their social and emotional needs.  <b>Staff Responsible for Monitoring:</b> Administration, counselor, LSSP, Cross Oaks staff members</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Provide all new Cross Oaks teachers with Capturing Kids' Hearts two day initial training in summer of 2020.  <b>Strategy's Expected Result/Impact:</b> Full campus implementation of Capturing Kids' Hearts practices  <b>Staff Responsible for Monitoring:</b> All Cross Oaks staff members  <b>Funding Sources:</b> Title I Funding - Title I, Part A - \$7,800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Continue formal use of Playworks program for all PK-5th grade students to address social and emotional learning through formal instruction of safe and healthy recess play activities.  <b>Strategy's Expected Result/Impact:</b> Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school  <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers, Playworks coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 4:</b> Utilize Rhithm app with selected classrooms to provide a daily social and emotional assessment tool for children to document their mental, social, and emotional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers, counselor, and administration will be consistently informed as to students' individual and collective well-being related to their mental, physical, emotional, and social health, so that staff can better respond to individual and collective social and emotional needs of Cross Oaks students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor, administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Cross Oaks Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Marshall	Reading Recovery Teacher	Reading Recovery	1.0
Caroline Brown	Math Interventionist	Mathematics, 3-5	.5
Susan Cramer	Reading Interventionist	Reading, 3-5	.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caroline Brown	Math Interventionist	Mathematics, 3-5	.5
Lisa Brown	Intervention Paraprofessional	Campus Literacy and Mathematics Interven	1.0
Penny Mansell	Intervention Paraprofessional	Campus Literacy and Mathematics Interven	1.0
Susan Cramer	Reading Interventionist	Reading, 3-5	.5

## Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I funding		\$35,000.00
1	1	2	Title I funding		\$20,000.00
1	1	3	Title I funding		\$5,525.00
1	2	2	Title I funding		\$18,000.00
1	2	5	Title 1 funding		\$400.00
2	1	2	Title I Funding		\$7,800.00
<b>Sub-Total</b>					\$86,725.00
<b>Grand Total</b>					\$86,725.00

# Addendums

**Denton Independent School District**  
**Lester Davis DAEP**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

To provide a structured social and academic climate in which students choose how they will respond to the world.

## Vision

The Davis staff is committed to equipping students with behavioral and academic skills that will enable them to succeed in their regularly assigned classrooms and schools.

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

## TEXAS EDUCATION AGENCY

### District Level Annual Discipline Summary

#### PEIMS Discipline Data for 2019-2020

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
DENTON ISD 061901	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	32,703
			A02	DISTRICT DISCIPLINE POPULATION	2,265
			A03	DISTRICT DISCIPLINE RECORD COUNT	5,322
		B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	N/A
			B03	DISCRETIONARY EXPULSIONS TO JJAEP	N/A
			B07	COUNT OF STUDENTS REMOVED TO A DAEP	356
			B08	MANDATORY DAEP REMOVALS	196
			B09	DISCRETIONARY DAEP REMOVALS	193
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	1,922
			B13	STUDENTS SUSPENDED OUT OF SCHOOL	885
		C-JJAEP EXPULSIONS	C04	HISPANIC/LATINO	N/A
			C07	WHITE	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
		E-DAEP PLACEMENTS	C15	AMERICAN INDIAN OR ALASKA NAT	N/A
			C16	ASIAN	N/A
			C17	BLACK OR AFRICAN AMERICAN	140
			C18	HISPANIC/LATINO	131
			C20	TWO OR MORE RACES	N/A
			C21	WHITE	104
		F-OUT OF SCHOOL SUSPENSIONS	C22	AMERICAN INDIAN OR ALASKA NAT	16
			C23	ASIAN	N/A
			C24	BLACK OR AFRICAN AMERICAN	587
			C25	HISPANIC/LATINO	404
			C26	NATIVE HAWAIIAN/OTHER PACIFIC	N/A
			C27	TWO OR MORE RACES	28
			C28	WHITE	365
		G-IN SCHOOL SUSPENSIONS	C29	AMERICAN INDIAN OR ALASKA NAT	N/A
			C30	ASIAN	24
			C31	BLACK OR AFRICAN AMERICAN	1,373
			C32	HISPANIC/LATINO	1,033
			C33	NATIVE HAWAIIAN/OTHER PACIFIC	N/A
			C34	TWO OR MORE RACES	77
			C35	WHITE	994
		H-SPEC. ED. JJAEP EXPULSIONS	D01	SPEC. ED. STUDENTS EXPELLED TO JJAEP	N/A
			D02	SPEC. ED. EXPULSIONS TO JJAEP	N/A
			D03	NON SPEC. ED. EXPULSIONS TO JJAEP	N/A
		J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	84
			D08	SPEC. ED. DAEP PLACEMENTS	94

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
			D09	NON SPEC. ED. DAEP PLACEMENTS	295
		K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	245
			D11	SPEC. ED. OUT OF SCHOOL SUSPEN	418
			D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	988
		L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	417
			D14	SPEC. ED. IN SCHOOL SUSPEN	899
			D15	NON SPEC. ED. IN SCHOOL SUSPEN	2,624
		M-ECO. DISADV. JJAEP PLACEMENTS	E01	ECO. DISAD. STUDENTS EXPELLED TO JJAEP	N/A
			E02	ECO. DISAD. EXPULSION TO JJAEP	N/A
			E03	NON ECO. DISAD. EXPULSION TO JJAEP	N/A
		O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	254
			E10	ECO. DISAD. DAEP PLACEMENTS	281
			E11	NON ECO. DISAD. DAEP PLACEMENTS	108
		P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	621
			E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	1,033
			E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	373
		Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	1,245
			E18	ECO DISAD. IN SCHOOL SUSPENSIONS	2,364
			E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	1,159
		R-AT RISK JJAEP PLACEMENTS	F01	AT RISK STUDENTS EXPELLED TO JJAEP	N/A
			F02	AT RISK EXPULSION TO JJAEP	N/A
			F03	NON AT RISK EXPULSION TO JJAEP	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
		T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	236
			F10	AT RISK DAEP PLACEMENTS	267
			F11	NON AT RISK DAEP PLACEMENTS	100
			F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	22
		U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	511
			F14	AT RISK OUT OF SCHOOL SUSPEN	865
			F15	NON AT RISK OUT OF SCHOOL SUSPEN	484
			F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	57
		V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	952
			F18	AT RISK IN SCHOOL SUSPENSIONS	1,878
			F19	NON AT RISK IN SCHOOL SUSPENSIONS	1,535
			F20	UNKNOWN AT RISK STATUS IN SCH SUS.	110
		W-REASON INCIDENT COUNTS	G02	02-CONDUCT PUNISHABLE AS A FELONY	N/A
			G04	04-CONTROLLED SUBSTANCE/DRUGS	117
			G05	05-ALCOHOL VIOLATION	15
			G07	07-PUBLIC LEWDNESS/INDCT EXPOSURE	N/A
			G09	09-TITLE 5 FELONY - OFF CAMPUS	N/A
			G10	10-NON-TITLE 5 FELONY-OFF CAMPUS	N/A
			G21	21-VIOLATED LOCAL CODE OF CONDUCT	3,669
			G22	22-CRIMINAL MISCHIEF	N/A
			G26	26-TERRORISTIC THREAT	N/A
			G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
			G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
			G35	35-FALSE ALARM/FALSE REPORT	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
			G41	41-FIGHTING/MUTUAL COMBAT	173
			G60	60-HARSMNT LEA EMP UNDR TX PNL CD	N/A
		X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	1,355
			H06	06-IN-SCHOOL SUSPENSION	3,315
			H07	07-PLACEMENT IN ON/OFF CAMP DAEP	382
			H08	08-CONT OTHER DIST DAEP PLACEMENT	N/A
			H13	13-COURT ORDERED JJAEP PLACEMENT	N/A
			H14	14-COURT ORDERED DAEP PLACEMENT	N/A
			H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	51
			H26	26-PART DAY IN-SCHOOL SUSPEND	208
			H27	27-MAND ACTION NOT TAKEN-SPECL ED	N/A

**N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.**

# Student Learning

## Student Learning Summary

Lester Davis is an alternative campus and not held under the accountability requirements of TEA. We do contribute to the teaching and learning of all Denton ISD students who enter our doors. The attached addendum shows the district information as a whole. Please see the TAPR report for 2018-2019 in addendums for additional information.

# School Processes & Programs

## School Processes & Programs Summary

Our program consists of three separate units designed to meet the needs of all Denton ISD campuses, specifically for behavior intervention. The three units consist of elementary, middle, and high school teams designed to meet the needs of the student's appropriate grade level, regardless of what zone their home campus is in.

Our elementary unit is comprised of one certified teacher for all levels, 1<sup>st</sup> grade through 5<sup>th</sup> grade, and one instructional aide to assist in teaching and monitoring the students. In a typical year this unit will serve 30-40 students from any one of Denton ISD's elementary campuses.

Our middle school unit is comprised of four certified teachers for each of the core subjects and two instructional aides to assist in teaching and monitoring the students. In a typical year, this team will serve 120-140 students from each of the district's middle schools.

Our high school unit is comprised of five certified teachers, four of which cover the core subjects, and one in place to support and monitor the high school students progress in their elective courses from their home campus. This team also has four instructional aides to assist with teaching and monitoring. In a typical year this team will serve 250+ students throughout the year from each of Denton ISD's comprehensive high schools.

Additional support includes two special education teachers, one special education instructional aide, and one ESL aide to meet the needs of each student, regardless of the level of service a student may require. These staff members are available and utilized in all three grade levels.

Our program is also comprised of a counselor, social worker, and nurse. Each one these staff members are available to make sure the basic needs, medical needs, and emotional needs of our students can be addressed as needed to continue teaching and learning for our students.



# Perceptions

## Perceptions Summary

The Lester Davis DAEP team is dedicated to and committed to working with good kids who made a bad decision. Each team member brings unique experiences to our program that makes them passionate about working with this population.

We operate in a highly structured environment that raises expectations for all students. Each student can self-regulate, reflect, and master academic concepts when both structure and respect are at a maximum.

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** WIG: As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus.

Our goal is to decrease our recidivism rate by 20% annually.

Each student will have an individualized transition plan to present to the home campus upon the students return to their home campus.

### HB3 Goal

**Evaluation Data Sources:** Available transition packets.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement a systematic approach to creating individualized transition plans for each student.</p> <p>Admin. Counselor Teachers Paras Office staff Home Campus Rep Campus Funds</p> <p>Each student will have a transition plan upon the return to their home campus. Reduced frequency of referrals at the home campus. HS - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

HS Team  
Watkins  
Campus Funds

Defined roles and schedule created.

Compiling the necessary components of the transition plan is manageable.

MS - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span.

MS Team  
Watkins  
Campus Funds

Defined roles and schedule created.

Compiling the necessary components of the transition plan is manageable.

ES - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span.

ES Team  
Watkins  
Campus Funds

Defined roles and schedule created.

Compiling the necessary components of the transition plan is manageable.

Identify key components of transition plans to implement for each student.

Admin.  
Counselor  
Teachers  
Paras  
Home Campus Rep  
Campus Funds

Defined components of the transition plan.

A list of doable components for the transition plan.

Research current DAEP programs and their processes for addressing transition.

-Team travel for observations.  
-Phone conferences with multiple DAEPs.

Admin.  
Counselor  
Teachers  
Paras  
AK Funds

DAEPs identified as models, observed, and shared with all staff members.  
Quality and effective components of a transition plan for 2020-2021 school year.  
Inform home campus admin/counseling teams about how to utilize the transition plan.  
Admin.  
Counselor  
Home Campus Rep  
Campus Funds

Each students home campus will have access to and know the intent of the transition plan.  
Reduced recidivism rate by 20% of prior year.

**Strategy's Expected Result/Impact:** Admin.

Counselor  
Teachers  
Paras  
Office staff  
Home Campus Rep

**Staff Responsible for Monitoring:** Admin.

Counselor

**ESF Levers:** Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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





**Performance Objective 2:** Implement Purpose Prep academy to meet the Social Emotional Learning needs of the individual students.

Funding-AK \$5800

**HB3 Goal**

**Evaluation Data Sources:** Purpose Prep reports.  
Successful integration with the unique transition plans

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Restorative practices to meet the individual needs of the students.  <b>Strategy's Expected Result/Impact:</b> Students socio emotional needs and behavior will be positively impacted  <b>Staff Responsible for Monitoring:</b> Admin, teachers, counselor  <b>Funding Sources:</b> Purpose Prep Academy - At-Risk (SCE) - \$5,800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- \* 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:** WIG: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives ( provided by home campus), and P.E.

**Evaluation Data Sources:** Transcripts  
Report cards

**Summative Evaluation:** None

<p><b>Strategy 1:</b> All students maintain credit for courses that were expected to be maintained while attending home campus.</p> <p>Technical support, Study Island.</p> <p>Addresses missed system safeguard Admin Teachers AK - \$1,000</p> <p>Number of Students utilizing Study Island Review of grades, discipline, attendance, and the number of repeat placement Ongoing Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit.</p> <p>Drop out prevention.</p> <p>Addresses missed system safeguard Admin Teachers Counselor</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Campus Funds

Number of courses attempted

Number of credits recovered toward graduation

Ongoing

Elective support at DAEP. Courses sent by home campus and returned to home campus.

Addresses missed system safeguard

Admin

Teachers

Home campus elective teachers

Campus Funds

Number of courses sent

Number of courses sent

Ongoing

L2L, Students will be able to articulate the lesson objective in their own words showing understanding of the content at a 95% rate

Addresses missed system safeguard

Admin

Teachers

Campus Funds

L2L walks and observations

Students will know their learning targets

Ongoing

Professional development local or national.

Addresses missed system safeguard

Admin

Teachers

AK - Attend supplemental professional development opportunities

Staff attends

Review of grades, discipline, attendance, and the number of repeat placement

Ongoing  
Classroom teachers to support core courses.  
Inclusion instruction.

Addresses missed system safeguard  
Admin  
Teachers  
SCE funding for all Davis Teachers

HR Staffing  
Review of grades, discipline, attendance, and the number of repeat placement  
Aug-May

**Strategy's Expected Result/Impact:** Transcripts  
Report cards  
**Staff Responsible for Monitoring:** None

 0% No Progress     100% Accomplished     Continue/Modify     Discontinue



# State Compensatory

## Personnel for Lester Davis DAEP

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Braudrick	MS Teacher	DAEP	1.0
Beth Robertson	Instructional aide	DAEP	1.0
Bobbie Roberts	Counselor	DAEP	1.0
Chanelle McKoy	HS Teacher	DAEP	1.0
Currently vacant	Instructional aide	DAEP	1.0
Currently vacant	Instructional aide	DAEP	1.0
Curtis Spain	Instructional aide	DAEP	1.0
David Garza	HS Teacher	DAEP	1.0
David Huey	HS Teacher	DAEP	1.0
John Holt	HS Teacher	DAEP	1.0
Larry Greaves	MS Teacher	DAEP	1.0
Lynda Martinez	Instructional aide	DAEP	1.0
Martha Frank	Attendance Clerk	DAEP	1.0
Mitzi Burleson	Admin. Assistant	DAEP	1.0
Pat Jolly	Nurse	DAEP	0.5
Quincy Gulley	Instructional aide	DAEP	1.0
Randy Spain	MS Teacher	DAEP	1.0
Ronnie Watkins	Principal	DAEP	1.0
Sherry Rettinger	HS Teacher	DAEP	1.0
Stacy Archer	MS Teacher	DAEP	1.0
Tiffany Bassett	Instructional aide	DAEP	1.0
Ulinda Yeahquo	ES Teacher	DAEP	1.0

## Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Ulinda Yeahquo	ES Teacher
Classroom Teacher	Anna Braudrick	MS Teacher
Classroom Teacher	Randall Spain	MS Teacher
Classroom Teacher	Larry Greaves	MS Teacher
Classroom Teacher	Stacy Archer	MS Teacher - Team Lead
Classroom Teacher	John Holt	HS Teacher - Team Lead
Classroom Teacher	David Garza	HS Teacher
Classroom Teacher	Sherry Rettinger	HS Teacher
Classroom Teacher	David Huey	HS Teacher
Classroom Teacher	Channelle McKoy	HS Teacher
Classroom Teacher	Jason Steward	SPED Teacher
Non-classroom Professional	Bobbie Roberts	School Counselor
Paraprofessional	Mitzi Burleson	Office Manager

## Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Purpose Prep Academy		\$5,800.00
<b>Sub-Total</b>					\$5,800.00
<b>Grand Total</b>					\$5,800.00

# Addendums

# 2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2019 Accountability Rating: **B**

*2019 Special Education Determination Status:*

***Meets Requirements***

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District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	11	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
				Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	ously	Enrolled	Monitored)		
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	<b>77%</b>	67%	68%	85%	67%	80%	*	75%	52%	63%	78%	73%	67%	66%
	2018	77%	79%	<b>82%</b>	70%	76%	88%	75%	93%	50%	82%	54%	86%	82%	81%	72%	72%
At Meets Grade Level or Above	2019	45%	46%	<b>45%</b>	35%	34%	54%	33%	47%	*	45%	24%	30%	46%	41%	32%	30%
	2018	43%	46%	<b>45%</b>	29%	35%	54%	67%	57%	50%	51%	26%	41%	46%	41%	31%	30%
At Masters Grade Level	2019	27%	29%	<b>27%</b>	16%	18%	35%	22%	32%	*	34%	11%	18%	28%	23%	15%	12%
	2018	25%	27%	<b>24%</b>	14%	15%	31%	33%	37%	13%	31%	11%	12%	25%	21%	14%	12%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	79%	<b>80%</b>	73%	74%	87%	89%	90%	*	79%	53%	82%	82%	75%	72%	76%
	2018	78%	78%	<b>81%</b>	72%	77%	85%	83%	90%	75%	84%	49%	83%	81%	79%	72%	77%
At Meets Grade Level or Above	2019	49%	49%	<b>49%</b>	32%	38%	59%	56%	62%	*	57%	32%	51%	50%	45%	37%	39%
	2018	47%	47%	<b>48%</b>	34%	40%	56%	42%	71%	50%	51%	26%	46%	49%	45%	37%	41%
At Masters Grade Level	2019	25%	25%	<b>24%</b>	11%	17%	31%	22%	37%	*	28%	12%	21%	25%	20%	15%	16%
	2018	23%	23%	<b>22%</b>	14%	16%	27%	33%	34%	13%	22%	9%	20%	23%	19%	15%	18%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>77%</b>	66%	70%	84%	92%	86%	63%	89%	49%	84%	78%	75%	67%	63%
	2018	73%	75%	<b>78%</b>	61%	71%	85%	60%	91%	89%	83%	43%	76%	80%	73%	65%	65%
At Meets Grade Level or Above	2019	44%	45%	<b>47%</b>	35%	36%	57%	50%	62%	38%	43%	25%	51%	47%	46%	34%	30%
	2018	46%	49%	<b>52%</b>	30%	43%	62%	40%	72%	78%	64%	25%	42%	55%	47%	38%	35%
At Masters Grade Level	2019	22%	23%	<b>23%</b>	15%	15%	31%	8%	40%	13%	16%	8%	21%	23%	24%	14%	12%
	2018	24%	26%	<b>27%</b>	15%	20%	34%	30%	47%	33%	40%	10%	21%	29%	25%	18%	17%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>81%</b>	70%	79%	86%	75%	86%	75%	77%	52%	88%	82%	78%	74%	77%
	2018	78%	79%	<b>82%</b>	62%	83%	87%	70%	99%	67%	90%	52%	86%	86%	75%	75%	82%
At Meets Grade Level or Above	2019	48%	47%	<b>54%</b>	37%	48%	62%	58%	78%	50%	66%	31%	56%	56%	50%	42%	49%
	2018	49%	49%	<b>51%</b>	29%	45%	60%	40%	77%	56%	57%	28%	53%	54%	46%	38%	46%
At Masters Grade Level	2019	28%	28%	<b>34%</b>	19%	25%	42%	33%	65%	25%	43%	18%	35%	35%	31%	24%	29%
	2018	27%	27%	<b>29%</b>	13%	23%	35%	0%	54%	44%	37%	12%	28%	31%	24%	20%	24%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	67%	<b>72%</b>	61%	66%	78%	67%	79%	63%	68%	35%	74%	73%	69%	61%	63%
	2018	63%	64%	<b>69%</b>	50%	65%	75%	40%	86%	67%	79%	29%	71%	70%	66%	57%	61%
At Meets Grade Level or Above	2019	35%	36%	<b>40%</b>	29%	30%	49%	33%	59%	50%	36%	19%	31%	39%	41%	28%	30%
	2018	39%	41%	<b>45%</b>	30%	37%	52%	10%	72%	56%	52%	20%	44%	46%	43%	31%	32%
At Masters Grade Level	2019	11%	11%	<b>13%</b>	8%	9%	17%	17%	25%	13%	14%	8%	6%	13%	14%	8%	9%
	2018	11%	12%	<b>12%</b>	6%	9%	15%	0%	26%	22%	25%	5%	6%	13%	12%	7%	10%
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	87%	<b>91%</b>	82%	89%	94%	90%	93%	90%	91%	62%	88%	92%	88%	85%	86%
	2018	84%	86%	<b>89%</b>	84%	86%	93%	94%	96%	*	90%	58%	93%	91%	87%	83%	83%
At Meets Grade Level or Above	2019	54%	57%	<b>63%</b>	44%	56%	72%	40%	80%	70%	63%	32%	60%	66%	56%	49%	51%
	2018	54%	56%	<b>59%</b>	48%	48%	68%	50%	67%	*	69%	29%	56%	61%	54%	45%	43%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
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District Name: DENTON ISD  
 County Name: DENTON  
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		Region		African	Hispanic	White	American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL	
		State	11	District			American	Indian									Asian
At Masters Grade Level	2019	29%	32%	<b>35%</b>	19%	26%	45%	20%	51%	40%	43%	13%	26%	36%	33%	22%	19%
	2018	26%	28%	<b>28%</b>	18%	20%	35%	19%	31%	*	39%	12%	31%	29%	26%	18%	16%
<b>Grade 5 Mathematics<sup>A</sup></b>																	
At Approaches Grade Level or Above	2019	90%	90%	<b>94%</b>	86%	95%	96%	90%	97%	80%	100%	74%	95%	96%	90%	91%	94%
	2018	91%	91%	<b>94%</b>	88%	95%	96%	100%	100%	*	93%	78%	98%	96%	90%	91%	93%
At Meets Grade Level or Above	2019	58%	58%	<b>65%</b>	46%	61%	74%	40%	79%	60%	63%	34%	65%	70%	55%	54%	61%
	2018	58%	57%	<b>65%</b>	51%	61%	70%	75%	84%	*	64%	37%	70%	68%	57%	55%	60%
At Masters Grade Level	2019	36%	37%	<b>43%</b>	21%	38%	52%	10%	64%	40%	48%	18%	43%	48%	33%	33%	42%
	2018	30%	29%	<b>32%</b>	21%	28%	38%	25%	54%	*	37%	16%	43%	35%	26%	25%	31%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>79%</b>	57%	75%	88%	70%	87%	80%	78%	47%	81%	83%	71%	70%	72%
	2018	76%	76%	<b>80%</b>	66%	72%	88%	81%	93%	*	82%	57%	81%	81%	77%	71%	69%
At Meets Grade Level or Above	2019	49%	50%	<b>54%</b>	31%	46%	66%	20%	64%	60%	63%	28%	60%	58%	47%	42%	41%
	2018	41%	42%	<b>44%</b>	34%	35%	52%	31%	55%	*	45%	25%	49%	46%	39%	34%	34%
At Masters Grade Level	2019	24%	25%	<b>27%</b>	12%	19%	34%	0%	42%	40%	39%	12%	26%	29%	22%	18%	17%
	2018	17%	17%	<b>17%</b>	9%	10%	24%	6%	30%	*	17%	9%	19%	18%	16%	11%	10%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	71%	<b>74%</b>	65%	64%	83%	75%	93%	*	77%	31%	84%	75%	71%	62%	56%
	2018	69%	72%	<b>76%</b>	65%	66%	84%	77%	95%	*	75%	43%	73%	76%	73%	63%	61%
At Meets Grade Level or Above	2019	37%	40%	<b>43%</b>	34%	31%	52%	38%	59%	*	55%	18%	51%	44%	39%	29%	21%
	2018	39%	42%	<b>45%</b>	32%	32%	56%	23%	69%	*	49%	27%	41%	46%	41%	30%	25%
At Masters Grade Level	2019	18%	19%	<b>20%</b>	13%	12%	27%	13%	34%	*	26%	7%	20%	21%	17%	11%	8%
	2018	19%	21%	<b>21%</b>	14%	12%	29%	8%	38%	*	23%	8%	15%	23%	17%	12%	9%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	82%	<b>83%</b>	73%	79%	88%	100%	100%	*	85%	50%	85%	84%	80%	75%	77%
	2018	77%	79%	<b>80%</b>	67%	74%	88%	93%	100%	*	81%	57%	81%	82%	75%	70%	71%
At Meets Grade Level or Above	2019	47%	49%	<b>46%</b>	32%	37%	56%	44%	78%	*	54%	20%	55%	49%	39%	33%	34%
	2018	44%	47%	<b>45%</b>	30%	35%	55%	43%	83%	*	49%	24%	51%	47%	40%	29%	29%
At Masters Grade Level	2019	21%	23%	<b>19%</b>	10%	13%	24%	0%	52%	*	23%	10%	21%	21%	16%	10%	11%
	2018	18%	20%	<b>17%</b>	9%	10%	22%	7%	55%	*	13%	10%	20%	18%	13%	7%	9%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	78%	<b>81%</b>	73%	76%	87%	73%	97%	*	88%	40%	85%	83%	78%	71%	68%
	2018	74%	77%	<b>82%</b>	74%	74%	88%	88%	97%	*	84%	44%	80%	82%	81%	70%	67%
At Meets Grade Level or Above	2019	49%	52%	<b>56%</b>	43%	43%	68%	67%	79%	*	66%	22%	51%	58%	51%	39%	34%
	2018	48%	52%	<b>56%</b>	44%	42%	66%	59%	83%	*	58%	23%	58%	57%	53%	39%	35%
At Masters Grade Level	2019	29%	32%	<b>34%</b>	25%	22%	45%	27%	59%	*	41%	8%	31%	37%	28%	20%	15%
	2018	29%	32%	<b>35%</b>	24%	21%	45%	41%	57%	*	37%	7%	31%	37%	30%	20%	15%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	74%	<b>80%</b>	67%	74%	89%	73%	97%	*	84%	42%	80%	83%	74%	69%	67%
	2018	72%	72%	<b>79%</b>	67%	71%	87%	67%	97%	*	78%	43%	81%	80%	76%	67%	68%
At Meets Grade Level or Above	2019	43%	41%	<b>48%</b>	32%	36%	61%	47%	85%	*	54%	20%	45%	51%	40%	31%	30%
	2018	40%	39%	<b>49%</b>	31%	35%	60%	27%	86%	*	51%	19%	50%	51%	43%	33%	33%
At Masters Grade Level	2019	17%	15%	<b>19%</b>	10%	12%	25%	7%	53%	*	25%	8%	15%	21%	14%	9%	8%



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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
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	2018	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing	2018	18%	17%	23%	12%	14%	29%	27%	66%	*	20%	8%	16%	24%	18%	12%	13%
At Approaches Grade Level or Above	2019	70%	72%	76%	64%	68%	84%	67%	97%	*	79%	33%	74%	77%	72%	63%	61%
	2018	69%	73%	75%	65%	64%	84%	82%	96%	*	73%	32%	74%	76%	74%	62%	56%
At Meets Grade Level or Above	2019	42%	45%	49%	36%	37%	61%	67%	78%	*	45%	19%	38%	51%	43%	33%	27%
	2018	43%	48%	51%	38%	37%	62%	41%	76%	*	53%	15%	46%	51%	49%	34%	29%
At Masters Grade Level	2019	18%	20%	21%	13%	12%	29%	40%	43%	*	25%	9%	13%	22%	18%	12%	9%
	2018	15%	17%	16%	10%	8%	22%	29%	37%	*	22%	5%	14%	18%	14%	8%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	90%	83%	85%	95%	88%	95%	*	92%	56%	96%	91%	85%	82%	78%
	2018	86%	88%	91%	86%	85%	95%	100%	97%	*	97%	51%	94%	91%	88%	81%	79%
At Meets Grade Level or Above	2019	55%	57%	60%	43%	48%	72%	63%	81%	*	47%	21%	60%	62%	54%	43%	34%
	2018	49%	52%	59%	47%	47%	68%	71%	74%	*	67%	22%	53%	61%	54%	39%	34%
At Masters Grade Level	2019	28%	30%	33%	20%	21%	44%	19%	54%	*	22%	5%	31%	35%	28%	18%	12%
	2018	27%	29%	34%	25%	23%	40%	57%	50%	*	39%	6%	28%	35%	28%	18%	12%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	89%	79%	88%	93%	85%	100%	*	81%	58%	91%	90%	86%	83%	86%
	2018	86%	86%	90%	85%	87%	93%	91%	97%	*	94%	53%	89%	92%	86%	84%	85%
At Meets Grade Level or Above	2019	57%	57%	56%	44%	46%	67%	54%	80%	*	53%	20%	59%	57%	52%	42%	41%
	2018	51%	51%	54%	38%	45%	65%	55%	66%	*	61%	19%	45%	58%	45%	38%	39%
At Masters Grade Level	2019	17%	17%	16%	7%	11%	21%	8%	44%	*	14%	5%	15%	17%	11%	8%	7%
	2018	15%	15%	17%	12%	9%	24%	9%	26%	*	24%	6%	16%	19%	14%	9%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	82%	84%	73%	76%	92%	94%	93%	*	78%	49%	83%	86%	80%	73%	67%
	2018	76%	78%	80%	68%	73%	88%	86%	90%	*	85%	36%	79%	82%	75%	66%	63%
At Meets Grade Level or Above	2019	51%	53%	56%	42%	41%	69%	69%	76%	*	42%	20%	52%	58%	50%	39%	29%
	2018	52%	55%	59%	40%	48%	70%	64%	78%	*	61%	19%	55%	61%	53%	39%	37%
At Masters Grade Level	2019	25%	27%	29%	17%	16%	39%	25%	54%	*	19%	6%	32%	31%	22%	15%	11%
	2018	28%	30%	35%	17%	25%	46%	43%	58%	*	21%	7%	30%	37%	30%	20%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	71%	58%	61%	80%	69%	89%	*	58%	35%	77%	72%	67%	56%	50%
	2018	65%	68%	70%	58%	60%	79%	64%	87%	*	79%	28%	64%	71%	66%	52%	47%
At Meets Grade Level or Above	2019	37%	39%	38%	24%	25%	49%	38%	65%	*	25%	17%	44%	40%	32%	23%	17%
	2018	36%	39%	40%	25%	30%	50%	57%	57%	*	36%	13%	38%	43%	33%	22%	18%
At Masters Grade Level	2019	21%	22%	23%	13%	14%	31%	19%	44%	*	8%	5%	25%	25%	18%	11%	8%
	2018	21%	23%	23%	14%	16%	29%	36%	39%	*	24%	6%	21%	25%	17%	10%	8%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	71%	70%	60%	61%	81%	69%	84%	80%	*	25%	53%	72%	65%	56%	50%
	2018	65%	69%	70%	57%	60%	81%	52%	93%	67%	-	24%	67%	72%	63%	57%	51%
At Meets Grade Level or Above	2019	50%	54%	56%	41%	44%	70%	59%	76%	80%	*	14%	34%	58%	50%	37%	31%
	2018	44%	49%	50%	33%	40%	64%	10%	79%	67%	-	9%	40%	53%	43%	34%	25%
At Masters Grade Level	2019	11%	11%	15%	8%	8%	22%	17%	35%	30%	*	2%	4%	16%	12%	5%	1%
	2018	7%	7%	9%	4%	5%	13%	0%	28%	0%	-	2%	5%	10%	7%	3%	0%

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		State	Region 11	District	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)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	71%	<b>69%</b>	59%	59%	81%	52%	79%	83%	*	27%	54%	72%	62%	56%	45%
	2018	67%	71%	<b>70%</b>	57%	61%	82%	68%	84%	57%	*	19%	53%	72%	64%	56%	43%
At Meets Grade Level or Above	2019	49%	53%	<b>51%</b>	37%	38%	66%	24%	63%	67%	*	14%	33%	54%	41%	34%	24%
	2018	48%	53%	<b>53%</b>	38%	42%	68%	28%	77%	43%	*	9%	30%	55%	48%	36%	21%
At Masters Grade Level	2019	8%	9%	<b>9%</b>	4%	4%	13%	0%	21%	0%	*	3%	1%	10%	5%	4%	0%
	2018	8%	9%	<b>7%</b>	3%	4%	10%	4%	23%	0%	*	3%	1%	8%	6%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	<b>86%</b>	79%	83%	90%	82%	99%	100%	-	51%	82%	89%	80%	79%	81%
	2018	83%	85%	<b>85%</b>	76%	82%	90%	71%	99%	86%	-	44%	84%	87%	79%	75%	79%
At Meets Grade Level or Above	2019	61%	62%	<b>64%</b>	51%	57%	73%	59%	90%	60%	-	21%	57%	68%	53%	49%	52%
	2018	55%	58%	<b>59%</b>	43%	52%	69%	57%	86%	86%	-	11%	45%	64%	48%	44%	47%
At Masters Grade Level	2019	37%	38%	<b>42%</b>	28%	36%	51%	45%	72%	20%	-	6%	32%	47%	31%	28%	28%
	2018	32%	31%	<b>35%</b>	22%	28%	43%	33%	70%	57%	-	6%	27%	39%	25%	22%	23%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	<b>87%</b>	84%	80%	93%	90%	99%	89%	-	54%	89%	89%	84%	78%	72%
	2018	87%	89%	<b>87%</b>	82%	80%	93%	88%	97%	86%	-	54%	85%	89%	83%	78%	72%
At Meets Grade Level or Above	2019	62%	66%	<b>64%</b>	50%	53%	76%	62%	84%	89%	-	18%	56%	68%	55%	46%	38%
	2018	59%	63%	<b>61%</b>	45%	46%	76%	44%	89%	71%	-	18%	50%	65%	52%	44%	35%
At Masters Grade Level	2019	25%	28%	<b>26%</b>	15%	19%	34%	33%	48%	33%	-	3%	18%	29%	19%	12%	9%
	2018	24%	26%	<b>25%</b>	13%	14%	35%	6%	58%	14%	-	5%	14%	28%	17%	13%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	<b>93%</b>	91%	89%	97%	88%	97%	100%	*	69%	92%	94%	90%	88%	78%
	2018	92%	93%	<b>93%</b>	90%	90%	96%	96%	95%	*	-	65%	94%	94%	92%	88%	78%
At Meets Grade Level or Above	2019	73%	76%	<b>75%</b>	64%	65%	87%	59%	85%	80%	*	37%	67%	77%	70%	61%	43%
	2018	70%	74%	<b>72%</b>	54%	61%	83%	79%	90%	*	-	34%	57%	74%	66%	58%	36%
At Masters Grade Level	2019	45%	48%	<b>45%</b>	30%	35%	57%	41%	63%	40%	*	14%	33%	46%	41%	31%	15%
	2018	40%	44%	<b>43%</b>	25%	29%	55%	61%	67%	*	-	12%	29%	44%	38%	28%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>81%</b>	71%	75%	88%	78%	92%	82%	81%	46%	80%	82%	77%	71%	69%
	2018	77%	79%	<b>81%</b>	70%	75%	87%	79%	94%	78%	84%	46%	80%	82%	77%	70%	69%
At Meets Grade Level or Above	2019	50%	52%	<b>54%</b>	40%	43%	65%	50%	74%	61%	52%	22%	50%	56%	48%	39%	36%
	2018	48%	51%	<b>53%</b>	38%	43%	63%	47%	75%	62%	55%	21%	48%	55%	47%	38%	35%
At Masters Grade Level	2019	24%	25%	<b>26%</b>	15%	18%	34%	20%	47%	29%	28%	8%	22%	28%	21%	15%	13%
	2018	22%	23%	<b>24%</b>	14%	16%	31%	24%	45%	25%	28%	8%	20%	25%	20%	14%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	<b>78%</b>	68%	70%	86%	73%	88%	84%	84%	41%	76%	79%	74%	67%	63%
	2018	74%	76%	<b>79%</b>	68%	71%	87%	76%	93%	73%	84%	41%	77%	80%	75%	68%	64%
At Meets Grade Level or Above	2019	48%	51%	<b>52%</b>	39%	41%	64%	47%	69%	59%	53%	21%	46%	55%	47%	37%	32%
	2018	46%	50%	<b>52%</b>	37%	41%	63%	41%	72%	65%	59%	20%	45%	54%	47%	36%	31%
At Masters Grade Level	2019	21%	22%	<b>24%</b>	14%	15%	32%	14%	41%	27%	31%	7%	19%	25%	21%	13%	9%
	2018	19%	21%	<b>22%</b>	13%	14%	29%	21%	39%	22%	34%	7%	17%	23%	19%	12%	10%

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	82%	<b>85%</b>	75%	82%	90%	85%	95%	79%	84%	54%	86%	87%	80%	78%	80%
	2018	81%	82%	<b>84%</b>	74%	81%	89%	82%	97%	80%	86%	54%	86%	86%	80%	76%	79%
At Meets Grade Level or Above	2019	52%	52%	<b>55%</b>	39%	46%	65%	52%	79%	55%	58%	25%	55%	58%	48%	41%	44%
	2018	50%	50%	<b>53%</b>	37%	45%	62%	49%	80%	60%	55%	24%	53%	56%	47%	39%	42%
At Masters Grade Level	2019	26%	27%	<b>29%</b>	16%	22%	36%	20%	56%	27%	30%	11%	26%	31%	23%	19%	21%
	2018	24%	24%	<b>25%</b>	15%	19%	32%	21%	53%	33%	26%	10%	25%	27%	20%	16%	18%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>74%</b>	62%	67%	81%	67%	88%	73%	74%	34%	74%	75%	71%	62%	62%
	2018	66%	69%	<b>72%</b>	58%	64%	79%	67%	91%	70%	76%	31%	72%	73%	70%	59%	59%
At Meets Grade Level or Above	2019	38%	40%	<b>44%</b>	33%	33%	55%	52%	68%	64%	41%	19%	35%	45%	42%	31%	28%
	2018	41%	45%	<b>48%</b>	34%	37%	57%	30%	74%	60%	53%	18%	45%	49%	46%	32%	31%
At Masters Grade Level	2019	14%	16%	<b>17%</b>	11%	11%	23%	30%	34%	27%	20%	8%	10%	18%	16%	10%	9%
	2018	13%	15%	<b>14%</b>	8%	8%	18%	19%	31%	20%	24%	5%	10%	15%	13%	8%	8%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	73%	77%	91%	87%	93%	85%	78%	50%	84%	86%	78%	74%	71%
	2018	80%	81%	<b>83%</b>	73%	75%	90%	85%	93%	91%	83%	50%	82%	84%	79%	72%	68%
At Meets Grade Level or Above	2019	54%	57%	<b>58%</b>	42%	47%	70%	55%	75%	75%	54%	22%	56%	62%	51%	42%	36%
	2018	51%	53%	<b>55%</b>	40%	43%	66%	46%	75%	73%	51%	21%	51%	57%	48%	39%	35%
At Masters Grade Level	2019	25%	27%	<b>27%</b>	15%	18%	36%	23%	48%	35%	30%	7%	26%	30%	21%	15%	12%
	2018	23%	25%	<b>26%</b>	13%	16%	35%	17%	50%	18%	18%	7%	20%	28%	20%	14%	11%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2019	81%	82%	<b>82%</b>	76%	75%	88%	79%	93%	100%	63%	49%	82%	84%	78%	71%	62%
	2018	78%	81%	<b>81%</b>	74%	75%	87%	86%	91%	86%	79%	45%	76%	82%	78%	69%	59%
At Meets Grade Level or Above	2019	55%	57%	<b>56%</b>	45%	45%	67%	48%	76%	67%	33%	25%	52%	59%	50%	41%	28%
	2018	53%	57%	<b>56%</b>	40%	45%	66%	71%	72%	43%	36%	23%	45%	58%	48%	39%	25%
At Masters Grade Level	2019	33%	35%	<b>34%</b>	22%	24%	44%	30%	54%	33%	13%	9%	28%	36%	28%	21%	11%
	2018	31%	34%	<b>33%</b>	20%	22%	42%	52%	52%	29%	24%	9%	24%	35%	27%	19%	8%

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

District Name: DENTON ISD  
County Name: DENTON  
District Number: 061901

		State	Region 11	District	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	60	<b>61</b>	57	57	65	55	66	57	48	53	69	62	58	55	54
	2018	63	64	<b>63</b>	63	62	63	56	73	67	62	60	66	64	61	63	62
Grade 4 Mathematics	2019	65	65	<b>73</b>	63	71	76	82	84	93	76	69	76	73	71	68	73
	2018	65	66	<b>67</b>	58	67	69	50	82	67	76	60	73	69	64	64	69
Grade 5 ELA/Reading	2019	81	81	<b>84</b>	83	85	85	60	87	65	84	83	83	84	86	84	86
	2018	80	80	<b>82</b>	84	84	81	67	79	*	83	86	82	83	82	84	86
Grade 5 Mathematics	2019	83	83	<b>89</b>	89	89	90	50	91	70	91	85	92	90	88	90	90
	2018	81	80	<b>83</b>	86	86	81	84	88	*	84	85	83	84	83	85	88
Grade 6 ELA/Reading	2019	42	44	<b>45</b>	41	39	50	47	63	*	44	31	45	46	44	38	34
	2018	47	49	<b>50</b>	42	44	56	33	67	*	49	42	49	52	45	43	43
Grade 6 Mathematics	2019	54	58	<b>47</b>	40	40	53	25	75	*	53	37	52	47	46	37	35
	2018	56	61	<b>48</b>	44	43	52	36	75	*	42	54	47	48	47	42	41
Grade 7 ELA/Reading	2019	77	78	<b>79</b>	76	77	81	100	90	*	82	63	86	80	78	75	78
	2018	76	76	<b>79</b>	74	82	79	77	85	*	78	65	76	80	77	77	83
Grade 7 Mathematics	2019	63	61	<b>66</b>	59	62	71	61	77	*	76	45	69	68	63	60	59
	2018	67	66	<b>70</b>	65	67	73	62	88	*	70	57	69	71	66	66	71
Grade 8 ELA/Reading	2019	77	77	<b>76</b>	72	73	79	69	85	*	78	72	81	77	74	74	73
	2018	79	78	<b>80</b>	81	79	79	96	83	*	95	76	84	79	80	80	77
Grade 8 Mathematics	2019	84	81	<b>83</b>	81	84	84	83	86	*	80	72	87	84	82	82	84
	2018	81	75	<b>81</b>	86	79	80	80	84	*	85	72	87	80	83	80	81
End of Course English II	2019	69	69	<b>66</b>	67	61	68	59	71	*	-	54	56	66	64	61	58
	2018	67	66	<b>64</b>	62	61	67	66	68	60	*	45	59	65	62	60	56
End of Course Algebra I	2019	75	76	<b>77</b>	70	74	80	75	91	*	-	38	75	80	68	69	71
	2018	72	74	<b>73</b>	65	70	77	68	91	100	-	30	69	75	67	64	67
All Grades Both Subjects	2019	69	69	<b>70</b>	66	67	73	64	81	67	71	59	72	71	68	66	66
	2018	69	70	<b>70</b>	67	68	71	66	80	79	70	62	70	71	68	67	69
All Grades ELA/Reading	2019	68	68	<b>69</b>	66	65	71	65	78	59	67	59	70	69	67	65	64
	2018	69	69	<b>70</b>	67	69	71	67	75	71	71	63	69	71	68	68	68
All Grades Mathematics	2019	70	70	<b>72</b>	66	69	75	62	84	75	74	58	74	73	69	67	68
	2018	70	70	<b>70</b>	67	68	72	64	85	86	69	61	70	71	68	66	69

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	41%	<b>45%</b>	40%	44%	49%	38%	68%	*	53%	23%	41%	42%
	2018	38%	39%	<b>45%</b>	41%	42%	52%	55%	69%	*	46%	24%	41%	41%
Mathematics	2019	45%	44%	<b>50%</b>	45%	50%	55%	40%	64%	60%	45%	33%	48%	48%
	2018	47%	46%	<b>53%</b>	47%	53%	56%	*	94%	*	53%	35%	50%	52%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>84%</b>	69%	81%	90%	90%	91%	90%	83%	45%	74%	74%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>16%</b>	31%	19%	10%	10%	9%	10%	17%	55%	26%	26%
STAAR Cumulative Met Standard														
	2019	86%	87%	<b>91%</b>	82%	89%	94%	90%	91%	90%	91%	59%	84%	84%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	84%	<b>88%</b>	74%	87%	92%	90%	95%	80%	96%	58%	83%	87%
Students Requiring Accelerated Instruction														
	2019	17%	16%	<b>12%</b>	26%	13%	8%	10%	5%	20%	4%	42%	17%	13%
STAAR Cumulative Met Standard														
	2019	90%	90%	<b>94%</b>	86%	95%	96%	90%	99%	80%	100%	72%	91%	94%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	*	-	*	-	-	-	-	-	-	-	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>83%</b>	73%	76%	90%	88%	94%	*	78%	40%	71%	57%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>17%</b>	27%	24%	10%	13%	6%	*	22%	60%	29%	43%
STAAR Cumulative Met Standard														
	2019	85%	87%	<b>89%</b>	83%	84%	95%	88%	95%	*	92%	52%	81%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	*	*	-	-	-	-	-	-	-	*	-
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	<b>84%</b>	72%	81%	90%	77%	100%	*	81%	46%	76%	72%
Students Requiring Accelerated Instruction														
	2019	18%	17%	<b>16%</b>	28%	19%	10%	23%	0%	*	19%	54%	24%	28%
STAAR Cumulative Met Standard														
	2019	88%	88%	<b>89%</b>	79%	88%	93%	85%	100%	*	81%	56%	83%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	*	*	-	-	-	-	-	-	-	*	-

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

(Current EL Students)

		State	Region 11	District	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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>81%</b>	76%	-	-	79%	75%	59%	65%	57%	69%	63%	64%
	2018	77%	79%	<b>81%</b>	75%	-	-	74%	75%	54%	62%	50%	66%	61%	61%
At Meets Grade Level or Above	2019	50%	52%	<b>54%</b>	40%	-	-	36%	40%	23%	33%	20%	46%	28%	28%
	2018	48%	51%	<b>53%</b>	38%	-	-	38%	38%	18%	29%	15%	38%	25%	26%
At Masters Grade Level	2019	24%	25%	<b>26%</b>	18%	-	-	11%	19%	7%	15%	4%	15%	10%	10%
	2018	22%	23%	<b>24%</b>	17%	-	-	15%	17%	5%	10%	3%	14%	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	<b>78%</b>	72%	-	-	77%	72%	51%	62%	47%	64%	56%	56%
	2018	74%	76%	<b>79%</b>	73%	-	-	78%	72%	47%	63%	43%	64%	56%	56%
At Meets Grade Level or Above	2019	48%	51%	<b>52%</b>	35%	-	-	34%	36%	19%	29%	16%	41%	23%	24%
	2018	46%	50%	<b>52%</b>	33%	-	-	37%	33%	15%	26%	11%	36%	21%	21%
At Masters Grade Level	2019	21%	22%	<b>24%</b>	13%	-	-	9%	14%	5%	12%	2%	9%	7%	7%
	2018	19%	21%	<b>22%</b>	14%	-	-	17%	13%	4%	9%	2%	10%	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	<b>85%</b>	83%	-	-	82%	83%	73%	76%	72%	76%	77%	77%
	2018	81%	82%	<b>84%</b>	85%	-	-	83%	85%	67%	74%	64%	80%	74%	74%
At Meets Grade Level or Above	2019	52%	52%	<b>55%</b>	49%	-	-	39%	50%	33%	40%	30%	53%	38%	38%
	2018	50%	50%	<b>53%</b>	48%	-	-	48%	48%	26%	38%	21%	47%	35%	35%
At Masters Grade Level	2019	26%	27%	<b>29%</b>	28%	-	-	14%	30%	12%	22%	7%	24%	17%	17%
	2018	24%	24%	<b>25%</b>	24%	-	-	19%	25%	9%	16%	6%	27%	15%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	<b>74%</b>	66%	-	-	67%	66%	51%	52%	50%	78%	57%	57%
	2018	66%	69%	<b>72%</b>	62%	-	-	61%	62%	39%	44%	37%	38%	49%	49%
At Meets Grade Level or Above	2019	38%	40%	<b>44%</b>	29%	-	-	41%	28%	18%	24%	16%	67%	23%	23%
	2018	41%	45%	<b>48%</b>	32%	-	-	25%	33%	11%	19%	7%	25%	20%	20%
At Masters Grade Level	2019	14%	16%	<b>17%</b>	7%	-	-	4%	7%	5%	8%	4%	22%	6%	6%
	2018	13%	15%	<b>14%</b>	11%	-	-	11%	11%	1%	3%	0%	0%	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	72%	-	-	100%	71%	60%	63%	60%	60%	63%	63%
	2018	80%	81%	<b>83%</b>	64%	-	-	56%	66%	53%	56%	52%	65%	57%	57%
At Meets Grade Level or Above	2019	54%	57%	<b>58%</b>	37%	-	-	25%	38%	22%	34%	18%	35%	26%	26%
	2018	51%	53%	<b>55%</b>	31%	-	-	29%	31%	18%	24%	16%	41%	22%	23%
At Masters Grade Level	2019	25%	27%	<b>27%</b>	15%	-	-	17%	15%	6%	14%	4%	10%	8%	8%
	2018	23%	25%	<b>26%</b>	7%	-	-	2%	8%	5%	7%	4%	12%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	<b>82%</b>	-	-	-	-	-	50%	25%	52%	75%	50%	50%
	2018	78%	81%	<b>81%</b>	-	-	-	-	-	48%	24%	51%	40%	48%	47%
At Meets Grade Level or Above	2019	55%	57%	<b>56%</b>	-	-	-	-	-	17%	6%	18%	50%	17%	18%
	2018	53%	57%	<b>56%</b>	-	-	-	-	-	15%	0%	17%	20%	15%	15%
At Masters Grade Level	2019	33%	35%	<b>34%</b>	-	-	-	-	-	4%	0%	4%	17%	4%	4%
	2018	31%	34%	<b>33%</b>	-	-	-	-	-	3%	0%	3%	0%	3%	3%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>70%</b>	74%	-	-	65%	75%	61%	71%	57%	73%	64%	64%
	2018	69%	70%	<b>70%</b>	76%	-	-	73%	76%	64%	77%	60%	75%	68%	68%
All Grades ELA/Reading	2019	68%	68%	<b>69%</b>	66%	-	-	59%	67%	61%	67%	59%	74%	62%	63%
	2018	69%	69%	<b>70%</b>	73%	-	-	67%	74%	66%	76%	63%	73%	68%	68%
All Grades Mathematics	2019	70%	70%	<b>72%</b>	81%	-	-	70%	82%	60%	74%	55%	71%	66%	66%
	2018	70%	70%	<b>70%</b>	78%	-	-	77%	78%	62%	77%	57%	78%	67%	67%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	41%	<b>45%</b>	52%	-	-	56%	52%	40%	36%	41%	29%	42%	42%

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

(Current EL Students)

		State	Region 11	District	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%	39%	<b>45%</b>	48%	-	-	50%	48%	38%	43%	37%	*	41%	41%
	2019	45%	44%	<b>50%</b>	51%	-	-	67%	49%	47%	50%	46%	57%	48%	48%
	2018	47%	46%	<b>53%</b>	72%	-	-	65%	74%	45%	47%	44%	*	52%	52%

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	<b>95%</b>	92%	94%	97%	94%	92%	90%	96%	94%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	8%	4%	3%	6%	4%	10%	4%	5%	6%	5%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	0%	4%	0%	0%	1%	1%	5%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	<b>94%</b>	90%	94%	96%	97%	93%	96%	94%	94%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	10%	4%	3%	3%	4%	4%	5%	4%	6%	3%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	1%	3%	0%	0%	1%	1%	5%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.5%	<b>96.0%</b>	96.1%	95.9%	95.9%	95.9%	97.4%	94.3%	95.8%	95.0%	95.5%	96.4%
2016-17	95.7%	95.8%	<b>96.1%</b>	96.4%	96.1%	96.0%	95.6%	97.5%	95.5%	95.6%	95.2%	95.8%	96.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	<b>0.1%</b>	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	0.0%
2016-17	0.3%	0.3%	<b>0.0%</b>	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.6%	<b>0.3%</b>	0.7%	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.6%	0.5%	0.1%
2016-17	1.9%	1.4%	<b>0.5%</b>	1.0%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	1.1%	0.9%	0.7%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	90.6%	<b>96.1%</b>	93.5%	96.0%	96.6%	100.0%	100.0%	-	100.0%	91.1%	94.1%	92.5%
Received TxCHSE	0.4%	0.5%	<b>0.4%</b>	0.3%	0.0%	0.6%	0.0%	0.0%	-	0.0%	0.0%	0.3%	0.0%
Continued HS	3.8%	4.2%	<b>2.0%</b>	3.8%	2.5%	1.3%	0.0%	0.0%	-	0.0%	2.4%	2.6%	5.0%
Dropped Out	5.7%	4.7%	<b>1.5%</b>	2.4%	1.4%	1.5%	0.0%	0.0%	-	0.0%	6.5%	3.0%	2.5%
Graduates and TxCHSE	90.4%	91.1%	<b>96.5%</b>	93.9%	96.0%	97.2%	100.0%	100.0%	-	100.0%	91.1%	94.4%	92.5%
Graduates, TxCHSE, and Continuers	94.3%	95.3%	<b>98.5%</b>	97.6%	98.6%	98.5%	100.0%	100.0%	-	100.0%	93.5%	97.0%	97.5%
Class of 2017													
Graduated	89.7%	90.5%	<b>94.7%</b>	91.8%	93.1%	96.1%	100.0%	97.9%	100.0%	93.8%	87.9%	92.3%	92.6%
Received TxCHSE	0.4%	0.4%	<b>0.4%</b>	0.0%	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	4.3%	<b>2.4%</b>	3.4%	2.8%	2.0%	0.0%	0.0%	0.0%	6.3%	8.6%	3.7%	1.6%
Dropped Out	5.9%	4.7%	<b>2.5%</b>	4.9%	3.2%	1.6%	0.0%	2.1%	0.0%	0.0%	3.6%	4.0%	5.7%
Graduates and TxCHSE	90.1%	90.9%	<b>95.1%</b>	91.8%	94.0%	96.4%	100.0%	97.9%	100.0%	93.8%	87.9%	92.3%	92.6%
Graduates, TxCHSE, and Continuers	94.1%	95.3%	<b>97.5%</b>	95.1%	96.8%	98.4%	100.0%	97.9%	100.0%	100.0%	96.4%	96.0%	94.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	93.2%	<b>96.6%</b>	94.4%	95.2%	97.9%	100.0%	97.9%	100.0%	100.0%	95.6%	95.8%	94.2%
Received TxCHSE	0.6%	0.6%	<b>0.6%</b>	0.8%	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%
Continued HS	1.1%	1.2%	<b>0.1%</b>	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
Dropped Out	6.3%	5.0%	<b>2.6%</b>	4.9%	3.9%	1.5%	0.0%	2.1%	0.0%	0.0%	3.6%	3.9%	5.8%
Graduates and TxCHSE	92.6%	93.8%	<b>97.2%</b>	95.1%	96.1%	98.3%	100.0%	97.9%	100.0%	100.0%	95.6%	96.1%	94.2%
Graduates, TxCHSE, and Continuers	93.7%	95.0%	<b>97.4%</b>	95.1%	96.1%	98.5%	100.0%	97.9%	100.0%	100.0%	96.4%	96.1%	94.2%
Class of 2016													
Graduated	91.6%	92.6%	<b>97.3%</b>	96.5%	96.6%	98.0%	100.0%	97.4%	*	97.1%	92.4%	95.3%	98.3%
Received TxCHSE	0.7%	0.7%	<b>0.4%</b>	0.0%	0.4%	0.2%	0.0%	2.6%	*	0.0%	0.0%	0.8%	0.0%
Continued HS	1.2%	1.4%	<b>0.3%</b>	0.0%	0.2%	0.2%	0.0%	0.0%	*	2.9%	3.4%	0.6%	0.0%
Dropped Out	6.6%	5.3%	<b>2.0%</b>	3.5%	2.7%	1.5%	0.0%	0.0%	*	0.0%	4.2%	3.4%	1.7%
Graduates and TxCHSE	92.2%	93.3%	<b>97.7%</b>	96.5%	97.1%	98.3%	100.0%	100.0%	*	97.1%	92.4%	96.1%	98.3%
Graduates, TxCHSE, and Continuers	93.4%	94.7%	<b>98.0%</b>	96.5%	97.3%	98.5%	100.0%	100.0%	*	100.0%	95.8%	96.6%	98.3%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	93.3%	<b>97.5%</b>	96.5%	96.4%	98.3%	100.0%	97.4%	*	100.0%	95.7%	95.8%	97.4%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.8%	<b>0.4%</b>	0.0%	0.4%	0.4%	0.0%	2.6%	*	0.0%	0.0%	0.8%	0.0%
Continued HS	0.5%	0.7%	<b>0.1%</b>	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.9%
Dropped Out	6.6%	5.2%	<b>2.0%</b>	3.5%	2.7%	1.4%	0.0%	0.0%	*	0.0%	4.3%	3.4%	1.7%
Graduates and TxCHSE	92.9%	94.1%	<b>97.9%</b>	96.5%	96.9%	98.6%	100.0%	100.0%	*	100.0%	95.7%	96.6%	97.4%
Graduates, TxCHSE, and Continuers	93.4%	94.8%	<b>98.0%</b>	96.5%	97.3%	98.6%	100.0%	100.0%	*	100.0%	95.7%	96.6%	98.3%
<b>Class of 2015</b>													
Graduated	91.8%	92.7%	<b>97.2%</b>	96.3%	96.3%	97.9%	87.5%	100.0%	*	96.3%	94.9%	95.9%	96.4%
Received TxCHSE	1.0%	0.9%	<b>0.3%</b>	0.5%	0.0%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	0.6%	0.7%	<b>0.1%</b>	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	1.5%	0.2%	0.0%
Dropped Out	6.7%	5.7%	<b>2.3%</b>	3.2%	3.3%	1.6%	12.5%	0.0%	*	3.7%	3.7%	3.7%	3.6%
Graduates and TxCHSE	92.8%	93.6%	<b>97.5%</b>	96.8%	96.3%	98.4%	87.5%	100.0%	*	96.3%	94.9%	96.1%	96.4%
Graduates, TxCHSE, and Continuers	93.3%	94.3%	<b>97.7%</b>	96.8%	96.7%	98.4%	87.5%	100.0%	*	96.3%	96.3%	96.3%	96.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	90.6%	<b>95.1%</b>	92.0%	95.2%	95.8%	100.0%	96.3%	-	95.7%	80.4%	92.7%	91.3%
Class of 2017	89.7%	90.5%	<b>94.1%</b>	91.1%	92.5%	95.7%	100.0%	97.9%	100.0%	88.2%	83.7%	91.6%	91.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	68.2%	<b>76.9%</b>	50.0%	87.5%	80.0%	-	*	-	*	*	70.0%	60.0%
Class of 2017	88.5%	87.8%	<b>90.5%</b>	81.0%	88.7%	94.0%	92.3%	97.9%	60.0%	86.7%	41.0%	80.8%	81.7%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	8.1%	<b>0.6%</b>	0.7%	1.1%	0.2%	0.0%	2.0%	-	0.0%	0.9%	1.3%	1.4%
Class of 2017	6.0%	9.9%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	77.7%	<b>90.5%</b>	81.3%	88.7%	93.8%	90.9%	96.1%	-	95.2%	45.9%	84.2%	82.9%
Class of 2017	60.8%	47.6%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	85.6%	<b>90.9%</b>	81.3%	89.8%	93.8%	90.9%	98.1%	-	95.5%	46.4%	85.2%	83.4%
Class of 2017	85.9%	84.8%	<b>89.2%</b>	80.0%	87.0%	92.6%	92.3%	97.9%	60.0%	86.7%	39.0%	79.6%	78.8%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	30.9%	<b>37.5%</b>	*	*	*	-	-	-	*	-	40.0%	-
2016-17	87.2%	86.7%	<b>89.4%</b>	78.9%	87.2%	93.2%	92.3%	97.9%	60.0%	87.5%	38.4%	79.3%	79.8%
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	7.9%	<b>0.7%</b>	0.8%	1.1%	0.3%	0.0%	1.9%	*	0.0%	0.8%	1.4%	1.4%
2016-17	7.2%	10.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	76.9%	<b>89.3%</b>	80.5%	87.2%	92.8%	83.3%	96.2%	*	92.9%	39.8%	82.6%	83.9%
2016-17	56.5%	45.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	83.7%	<b>89.7%</b>	80.8%	88.1%	93.0%	83.3%	98.1%	*	89.7%	40.6%	83.6%	85.3%
2016-17	84.0%	83.0%	<b>87.6%</b>	76.8%	85.6%	91.2%	92.3%	97.9%	60.0%	87.5%	36.1%	77.6%	75.2%

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	1,835	100.0%	347,893	100.0%
By Ethnicity:				
African American	267	14.6%	43,502	12.5%
Hispanic	569	31.0%	173,272	49.8%
White	904	49.3%	107,052	30.8%
American Indian	12	0.7%	1,226	0.4%
Asian	53	2.9%	15,589	4.5%
Pacific Islander	1	0.1%	528	0.2%
Two or More Races	29	1.6%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	5	0.3%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	3	0.2%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	193	10.5%	49,432	14.2%
Foundation H.S. Program (Endorsement)	12	0.7%	16,542	4.8%
Foundation H.S. Program (DLA)	1,622	88.4%	272,526	78.3%
Special Education Graduates	131	7.1%	25,962	7.5%
Economically Disadvantaged Graduates	605	33.0%	166,956	48.0%
LEP Graduates	145	7.9%	21,359	6.1%
At-Risk Graduates	421	22.9%	144,805	41.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

District Name: DENTON ISD

County Name: DENTON

District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	62.8%	<b>65.7%</b>	52.2%	64.0%	70.1%	50.0%	78.3%	*	72.4%	92.0%	57.4%	60.7%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	49.1%	<b>46.9%</b>	28.1%	39.4%	56.1%	25.0%	69.8%	*	44.8%	3.1%	30.2%	29.7%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	60.3%	<b>61.3%</b>	49.4%	48.5%	71.8%	33.3%	84.9%	*	58.6%	9.2%	42.6%	19.3%
Mathematics													
2017-18	46.0%	45.4%	<b>44.8%</b>	29.6%	33.9%	54.8%	25.0%	73.6%	*	41.4%	3.1%	27.8%	15.2%
Both Subjects													
2017-18	42.1%	43.0%	<b>43.2%</b>	27.0%	31.8%	54.0%	25.0%	67.9%	*	41.4%	2.3%	24.6%	10.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	16.4%	<b>6.3%</b>	3.0%	3.3%	9.2%	8.3%	5.7%	*	3.4%	0.0%	1.5%	0.0%
2016-17	19.9%	15.0%	<b>5.9%</b>	3.5%	3.0%	8.2%	0.0%	4.2%	20.0%	0.0%	0.0%	3.4%	0.8%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.3%	<b>22.6%</b>	8.2%	21.3%	25.9%	25.0%	52.8%	*	24.1%	1.5%	13.6%	24.1%
2016-17	20.1%	22.7%	<b>21.4%</b>	12.6%	19.0%	24.0%	15.4%	43.8%	0.0%	25.0%	0.7%	13.9%	16.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.5%	<b>30.2%</b>	32.4%	35.5%	26.3%	33.3%	22.6%	*	37.9%	92.0%	36.8%	37.6%
2016-17	13.2%	10.6%	<b>15.0%</b>	12.4%	15.8%	15.5%	3.8%	15.6%	30.0%	9.4%	14.2%	14.7%	16.9%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.4%	<b>4.6%</b>	1.9%	8.1%	3.2%	16.7%	1.9%	*	6.9%	0.8%	6.9%	6.2%
2016-17	2.7%	1.9%	<b>3.0%</b>	1.6%	3.7%	3.4%	0.0%	0.0%	0.0%	0.0%	2.2%	3.0%	4.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.9%	<b>6.6%</b>	11.6%	8.4%	4.3%	0.0%	1.9%	*	10.3%	90.1%	11.2%	13.1%
2016-17	1.0%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	31.7%	<b>38.0%</b>	33.0%	40.4%	37.9%	33.3%	41.5%	*	31.0%	34.4%	40.8%	42.8%
2016-17	17.3%	12.5%	<b>22.8%</b>	20.1%	25.6%	22.3%	7.7%	27.1%	20.0%	18.8%	24.6%	23.6%	29.8%

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

	State	Region 11	District	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%	4.5%	<b>4.3%</b>	6.4%	4.7%	3.1%	8.3%	0.0%	*	17.2%	6.1%	4.6%	3.4%
2016-17	2.2%	2.7%	<b>2.2%</b>	1.6%	1.4%	2.7%	0.0%	2.1%	20.0%	0.0%	0.7%	1.4%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.1%	<b>2.8%</b>	4.1%	3.9%	2.0%	0.0%	0.0%	*	3.4%	39.7%	3.6%	4.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	30.8%	<b>25.7%</b>	21.0%	22.5%	29.5%	8.3%	26.4%	*	17.2%	5.3%	20.7%	10.3%
2016-17	23.4%	22.4%	<b>15.5%</b>	17.3%	13.5%	15.4%	7.7%	22.9%	20.0%	25.0%	6.7%	12.5%	4.1%
Mathematics													
2017-18	23.7%	19.0%	<b>17.7%</b>	14.2%	17.0%	19.7%	8.3%	13.2%	*	10.3%	1.5%	14.9%	10.3%
2016-17	19.8%	16.6%	<b>12.9%</b>	10.2%	14.4%	12.9%	7.7%	16.7%	0.0%	6.3%	4.5%	11.9%	7.4%
Both Subjects													
2017-18	18.1%	14.7%	<b>12.2%</b>	6.7%	11.1%	14.7%	8.3%	7.5%	*	10.3%	0.8%	8.9%	4.8%
2016-17	12.9%	11.2%	<b>7.7%</b>	5.1%	7.6%	8.4%	0.0%	12.5%	0.0%	6.3%	2.2%	6.7%	1.7%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	48.4%	<b>54.6%</b>	50.6%	55.9%	55.3%	50.0%	52.8%	*	44.8%	58.0%	56.4%	60.0%
2016-17	50.5%	40.5%	<b>51.4%</b>	47.2%	57.0%	50.6%	38.5%	39.6%	40.0%	62.5%	61.9%	56.2%	65.3%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	2.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	27.2%	<b>24.9%</b>	11.5%	19.7%	30.5%	24.2%	51.3%	*	35.1%	n/a	15.7%	n/a
2017	26.2%	28.6%	<b>26.5%</b>	14.3%	22.3%	31.1%	16.0%	50.0%	0.0%	27.3%	n/a	17.6%	n/a
English Language Arts													
2018	15.3%	15.8%	<b>12.4%</b>	6.4%	7.4%	15.7%	18.2%	31.3%	*	27.0%	n/a	5.7%	n/a
2017	15.9%	16.9%	<b>13.9%</b>	9.5%	8.9%	16.9%	12.0%	32.7%	0.0%	13.6%	n/a	7.2%	n/a
Mathematics													
2018	7.3%	7.9%	<b>6.8%</b>	2.6%	3.7%	8.7%	0.0%	30.4%	*	5.4%	n/a	3.2%	n/a
2017	7.2%	8.4%	<b>6.0%</b>	2.7%	4.0%	7.1%	0.0%	23.6%	0.0%	6.8%	n/a	3.3%	n/a
Science													
2018	10.8%	12.9%	<b>9.1%</b>	4.6%	5.6%	11.4%	6.1%	27.8%	*	13.5%	n/a	5.0%	n/a
2017	10.9%	13.5%	<b>10.5%</b>	4.4%	6.4%	12.8%	16.0%	32.7%	0.0%	18.2%	n/a	6.1%	n/a
Social Studies													
2018	14.5%	15.7%	<b>15.9%</b>	7.5%	9.5%	21.1%	18.2%	33.0%	*	24.3%	n/a	8.8%	n/a
2017	15.0%	17.0%	<b>17.1%</b>	9.9%	12.9%	20.6%	12.0%	31.8%	0.0%	20.5%	n/a	10.4%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	55.1%	<b>62.4%</b>	51.4%	65.4%	61.6%	50.0%	74.6%	-	61.5%	n/a	61.2%	n/a
2017	49.1%	53.0%	<b>57.6%</b>	48.7%	59.5%	56.3%	*	72.7%	-	66.7%	n/a	51.4%	n/a
English Language Arts													
2018	42.5%	52.6%	<b>58.3%</b>	38.5%	45.3%	65.2%	16.7%	61.1%	-	50.0%	n/a	53.6%	n/a
2017	41.3%	50.7%	<b>62.0%</b>	48.1%	55.4%	64.7%	*	72.2%	-	83.3%	n/a	51.1%	n/a
Mathematics													
2018	52.8%	55.1%	<b>54.5%</b>	37.5%	39.5%	58.7%	-	62.9%	-	*	n/a	29.8%	n/a

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

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	51.0%	<b>54.1%</b>	53.3%	31.0%	57.4%	-	69.2%	-	*	n/a	22.0%	n/a
2018 Science	38.0%	37.8%	<b>38.3%</b>	28.6%	21.5%	41.2%	*	56.3%	-	60.0%	n/a	21.9%	n/a
2017 Social Studies	38.3%	38.8%	<b>36.4%</b>	8.3%	22.4%	39.6%	*	55.6%	-	37.5%	n/a	22.7%	n/a
2018 Social Studies	44.6%	51.4%	<b>48.6%</b>	37.0%	37.3%	51.3%	50.0%	65.8%	-	44.4%	n/a	36.2%	n/a
2017 Social Studies	41.4%	46.6%	<b>37.7%</b>	29.6%	29.1%	41.2%	*	48.6%	-	22.2%	n/a	23.6%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	69.4%	<b>63.5%</b>	67.0%	45.4%	72.9%	33.3%	96.2%	*	48.3%	n/a	46.8%	n/a
2016-17	73.5%	68.3%	<b>63.9%</b>	61.8%	47.8%	70.8%	76.9%	85.4%	40.0%	81.3%	n/a	46.4%	n/a
At/Above Criterion													
2017-18	37.9%	47.1%	<b>53.6%</b>	29.6%	41.1%	63.4%	*	68.6%	-	57.1%	n/a	31.1%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1067	<b>1104</b>	1018	1044	1140	*	1202	-	1163	n/a	1017	n/a
English Language Arts and Writing													
2017-18	521	538	<b>559</b>	518	527	579	*	592	-	605	n/a	514	n/a
Mathematics													
2017-18	515	529	<b>545</b>	501	517	561	*	609	-	557	n/a	503	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	<b>22.5</b>	19.1	21.3	23.7	*	25.2	-	22.1	n/a	19.2	n/a
English Language Arts													
2017-18	20.3	22.5	<b>22.8</b>	19.0	21.5	24.0	*	25.2	-	22.9	n/a	19.1	n/a
Mathematics													
2017-18	20.6	22.2	<b>21.7</b>	18.4	20.7	22.7	*	25.7	-	21.4	n/a	19.0	n/a
Science													
2017-18	20.9	22.7	<b>22.6</b>	19.8	21.3	23.6	*	24.7	-	21.5	n/a	19.6	n/a

District Name: DENTON ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Other Postsecondary Indicators**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	41.9%	<b>40.9%</b>	30.1%	33.7%	47.7%	31.1%	66.3%	27.3%	39.2%	9.8%	29.9%	22.2%
2016-17	37.1%	36.9%	<b>37.1%</b>	26.5%	28.6%	44.2%	25.4%	60.2%	30.8%	29.2%	6.6%	24.0%	17.4%
English Language Arts													
2017-18	17.3%	16.4%	<b>12.3%</b>	8.8%	6.9%	16.0%	12.1%	25.1%	0.0%	13.4%	1.1%	5.7%	1.1%
2016-17	16.8%	16.3%	<b>12.2%</b>	9.9%	7.1%	15.3%	6.8%	20.6%	8.3%	14.5%	0.6%	5.7%	0.8%
Mathematics													
2017-18	20.7%	19.7%	<b>15.8%</b>	11.1%	11.7%	19.1%	10.5%	32.2%	0.0%	9.7%	0.9%	9.9%	5.6%
2016-17	19.5%	19.7%	<b>15.7%</b>	10.6%	10.7%	19.5%	8.8%	27.8%	8.3%	10.8%	1.7%	9.0%	5.5%
Science													
2017-18	21.2%	21.3%	<b>21.5%</b>	17.1%	17.6%	24.4%	15.5%	36.1%	0.0%	24.2%	6.3%	15.7%	12.6%
2016-17	5.7%	6.5%	<b>7.0%</b>	3.7%	3.8%	9.2%	5.6%	16.3%	0.0%	7.5%	0.0%	2.7%	1.1%
Social Studies													
2017-18	22.8%	24.4%	<b>28.0%</b>	18.4%	19.9%	34.6%	20.7%	55.7%	18.2%	27.4%	2.1%	17.0%	6.1%
2016-17	21.8%	23.9%	<b>28.2%</b>	20.6%	19.5%	34.4%	16.9%	51.5%	0.0%	23.0%	1.7%	16.7%	5.3%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	54.0%	<b>50.8%</b>	48.0%	44.6%	53.5%	38.5%	70.8%	60.0%	56.3%	28.4%	42.7%	22.8%
2015-16	54.7%	54.7%	<b>55.6%</b>	49.2%	50.2%	60.1%	46.7%	70.3%	*	50.0%	26.7%	45.6%	35.1%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	66.4%	<b>60.2%</b>	36.4%	47.4%	70.7%	*	84.8%	*	44.4%	13.2%	52.1%	21.4%
2015-16	55.7%	60.5%	<b>56.0%</b>	33.0%	44.4%	66.4%	42.9%	70.4%	*	46.7%	0.0%	39.8%	17.9%



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

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	29,952	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	53	0.2%	15,122	0.3%
Pre-Kindergarten	1,029	3.4%	238,810	4.4%
Kindergarten	2,055	6.9%	373,435	6.9%
Grade 1	2,113	7.1%	386,567	7.1%
Grade 2	2,180	7.3%	387,490	7.2%
Grade 3	2,134	7.1%	395,637	7.3%
Grade 4	2,271	7.6%	411,805	7.6%
Grade 5	2,301	7.7%	417,388	7.7%
Grade 6	2,333	7.8%	417,587	7.7%
Grade 7	2,328	7.8%	406,716	7.5%
Grade 8	2,312	7.7%	404,933	7.5%
Grade 9	2,370	7.9%	436,449	8.1%
Grade 10	2,312	7.7%	400,571	7.4%
Grade 11	2,173	7.3%	372,899	6.9%
Grade 12	1,988	6.6%	350,991	6.5%
Ethnic Distribution:				
African American	4,939	16.5%	684,349	12.6%
Hispanic	9,330	31.1%	2,847,629	52.6%
White	13,983	46.7%	1,484,069	27.4%
American Indian	187	0.6%	20,362	0.4%
Asian	1,033	3.4%	242,247	4.5%
Pacific Islander	67	0.2%	8,254	0.2%
Two or More Races	413	1.4%	129,490	2.4%
Economically Disadvantaged	13,621	45.5%	3,283,812	60.6%
Non-Educationally Disadvantaged	16,331	54.5%	2,132,588	39.4%
Section 504 Students	3,388	11.3%	354,440	6.5%
English Learners (EL)	4,418	14.8%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	357	1.1%	75,963	1.4%
Students w/ Dyslexia	775	2.6%	194,074	3.6%
At-Risk	10,588	35.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	3,301		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	1,132	34.3%	221,426	42.4%
Students with Physical Disabilities	833	25.2%	114,118	21.9%
Students with Autism	352	10.7%	71,373	13.7%
Students with Behavioral Disabilities	961	29.1%	107,604	20.6%
Students with Non-Categorical Early Childhood	23	0.7%	7,387	1.4%

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

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
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	0.1%	0.4%	0.0%	0.5%
Grade 7	0.1%	0.6%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.4%	0.7%
Grade 9	3.4%	7.2%	1.2%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	52	0.4%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
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	20.8	20.4
Secondary:		
English/Language Arts	19.5	16.6
Foreign Languages	18.3	18.9
Mathematics	19.4	17.8
Science	20.2	18.9
Social Studies	21.8	19.3

District Name: DENTON ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	3,871.3	100.0%	719,502.5	100.0%
Professional Staff:	2,894.6	74.8%	461,380.1	64.1%
Teachers	2,241.7	57.9%	358,450.1	49.8%
Professional Support	519.5	13.4%	72,848.5	10.1%
Campus Administration (School Leadership)	109.8	2.8%	21,812.7	3.0%
Central Administration	23.6	0.6%	8,268.8	1.1%
Educational Aides:	387.5	10.0%	74,292.4	10.3%
Auxiliary Staff:	589.2	15.2%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	31.0	n/a	4,414.0	n/a
Part-time	6.0	n/a	572.0	n/a
Counselors				
Full-time	80.0	n/a	12,433.0	n/a
Part-time	6.0	n/a	1,097.0	n/a
Total Minority Staff:	1,119.1	28.9%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	180.5	8.1%	37,875.6	10.6%
Hispanic	313.1	14.0%	99,261.7	27.7%
White	1,676.4	74.8%	209,288.6	58.4%
American Indian	8.0	0.4%	1,236.1	0.3%
Asian	20.1	0.9%	6,037.0	1.7%
Pacific Islander	2.0	0.1%	676.7	0.2%
Two or More Races	41.6	1.9%	4,074.5	1.1%
Males	549.6	24.5%	85,138.1	23.8%
Females	1,692.0	75.5%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	169.6	7.6%	4,932.1	1.4%
Bachelors	1,442.6	64.4%	263,991.5	73.6%
Masters	611.9	27.3%	87,059.6	24.3%
Doctorate	17.5	0.8%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	96.4	4.3%	24,953.3	7.0%
1-5 Years Experience	600.0	26.8%	103,762.4	28.9%
6-10 Years Experience	485.7	21.7%	68,136.0	19.0%
11-20 Years Experience	744.8	33.2%	105,158.7	29.3%
Over 20 Years Experience	314.8	14.0%	56,439.7	15.7%
Number of Students per Teacher	13.4	n/a	15.1	n/a

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

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	7.1	6.3
Average Years Experience of Principals with District	6.1	5.4
Average Years Experience of Assistant Principals	5.7	5.3
Average Years Experience of Assistant Principals with District	5.1	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	11.1	11.1
Average Years Experience of Teachers with District:	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,389	\$47,218
1-5 Years Experience	\$54,043	\$50,408
6-10 Years Experience	\$55,902	\$52,786
11-20 Years Experience	\$58,273	\$56,041
Over 20 Years Experience	\$63,916	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$57,037	\$54,122
Professional Support	\$61,015	\$64,069
Campus Administration (School Leadership)	\$81,909	\$78,947
Central Administration	\$127,279	\$103,400
Instructional Staff Percent:	74.5%	64.5%
Turnover Rate for Teachers:	12.3%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	1.7	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

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

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	4,409	14.7%	1,066,099	19.7%
Career & Technical Education	9,118	30.4%	1,424,391	26.3%
Gifted & Talented Education	3,276	10.9%	436,361	8.1%
Special Education	3,301	11.0%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	46.0	2.1%	23,092.5	6.4%
Career & Technical Education	107.3	4.8%	17,483.0	4.9%
Compensatory Education	19.7	0.9%	9,548.1	2.7%
Gifted & Talented Education	32.5	1.4%	7,164.0	2.0%
Regular Education	1,782.1	79.5%	255,885.2	71.4%
Special Education	160.2	7.1%	32,449.2	9.1%
Other	93.9	4.2%	12,828.0	3.6%

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

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

**Denton Independent School District**  
**Navo Middle School**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

Navo Middle School strives to promote a diverse, safe, and equitable learning environment in which students are motivated and nurtured to become lifelong learners.

## Vision

Navo Middle School's vision is to foster relationships that inspire our students to become engaged learners who embody our core values.

Core Values: Respect, Kindness, Excellence, Teamwork, and Perserverance

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We are a close knit staff that works together in formalized PLCs to develop common assessments, share instructional strategies and collaborate on how to best meet the needs of all of our students. We serve an increasingly more diverse community of learners. Some of our students have been in Denton ISD their entire academic career. However, the trend continues to reveal we have families moving into our community who are coming from all over the nation. We are in an area of Denton county that continues to grow exponentially. This growth necessitates the opening of another middle school in this area to keep pace with the number of students enrolling at Navo and our sister school, Rodriguez Middle School.

Our enrollment by Race/Ethnicity is as follows:

<b>African American</b>	<b>31.8%</b>
Hispanic	19.4%
White	42.5%
American Indian	.2%
Asian	4.0%
Pacific Islander	0.0%
Two or More Races	2.1%

Our enrollment by Student Group is as follows:

<b>Economically Disadvantaged</b>	<b>39.9%</b>
English Language Learners	4.2%
Special Education	11.4%

### Demographics Strengths

Our daily attendance rate remains at 96%

19.4% of our teachers hold a graduate degree

52% of our teachers have 6 years or more experience teaching

# Student Learning

## Student Learning Summary

- Navo will continue to utilize our Professional Learning Communities with an emphasis this year on creating lessons and engaging experiences in Canvas.
- Navo will continue to utilize the Lucy Calkins Workshop model for Assessment and Learning strategies. We will build on what we've learned as a campus regarding learning targets and continue to assist students with goal setting.
- Navo will continue to provide additional instructional support for our students who need reading and math interventions. We will utilize Achieve 3000 for reading support and IXL for math support. IXL can be utilized for students at every grade and achievement level.
- Navo will continue to focus on the increase of "Student Progress" measure as determined by the State Accountability Report Card.

## Student Learning Strengths

Beginning this year, Navo in partnership with Rodriguez Middle School and Braswell High School, is now an AVID campus. Our AVID coordinator is leading the campus in teaching teachers how to implement the use of Cornell Notes. Through the AVID elective, students are working collaboratively, developing study and note taking skills, engaging in tutoring sessions offered by AVID tutors and envisioning themselves in college.

Regarding performance on STAAR assessment, we are seeing an increase in "Academic Growth" among our African American students.

Regarding performance on STAAR assessment, we saw an increase in student performance rates in "Meets" and "Masters" among our Economically Disadvantaged students in most tested subjects.

Our counselors work closely with teachers and the administrative team to provide students with opportunities to become engaged in Navo. After completing an equity audit, surveying students on outside interests and recruiting teachers to sponsor extracurricular activities, more than 90% of our students became engaged in extracurricular activities.

# School Processes & Programs

## School Processes & Programs Summary

### Priorities:

- Navo Middle School will continue to build on celebrating the accomplishments and contributions of our students and staff. Each week we celebrate our "Spotlight of the Week" staff member who has gone above and beyond in contributing to the welfare of our campus. We are intentional in recognizing paraprofessionals, teachers, and support staff. RCMS will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff. Each nine weeks, students are recognized as "Star Students" for academic achievement and character. Each month, we solicit nominations for our staff "Panther of the Month." We open up nominations and voting to staff, students, and Navo families.
- Navo Middle School will continue to maintain a positive and prolific presence on social media.
- Navo Middle School will continue to utilize our positive office referrals submitted by staff members.
- Navo Middle School will continue to utilize committees for interviewing candidates for open positions.
- Navo Middle School will continue to utilize our new to Navo mentoring program to offer high levels of support and trust in order to increase staff retention.
- Navo Middle School will continue to encourage staff leadership through our PLCs and voluntary learning opportunities such as book studies.
- Navo Middle School will continue to survey staff needs to determine how to best provide support.

## School Processes & Programs Strengths

- 100 % of our staff became PTA members. Additionally, we saw increased PTA membership at every level this last year, earning multiple PTA awards.
- There is strong collaboration between our Digital Learning Specialist and staff which results in teacher willingness to take risks in the use of instructional technology.
- Teacher representation for TCC, EIC, Team, and Department leader meetings.
- Staff participation in learning opportunities within their departments and across the campus.
- Chromebook implementation of 2:1 in all core content areas with Chromebook carts continuing to be added to supplement student and teacher need.

# Perceptions

## Perceptions Summary

Navo Middle School values the feedback provided by students, staff, and our families. Our leadership teams are instrumental in developing our needs assessment for the campus. The level of accountability and support from our department meetings, our BERT team meetings, PTA meetings and our Campus Leadership team meetings provide a wealth of information that helps us stay true to our goals. In the recruitment of staff members, we are intentional in selecting candidates who are student centered and embrace collaboration with colleagues, students, and parents. Our core values include: Respect, Kindness, Excellence, Persistence, Teamwork.

## Perceptions Strengths

Navo Middle School maintains a high level of communication through weekly emails, phone blasts, social media presence, teacher calls, and positive postcards staff members send to students and their families. Family Literacy Night is a collaborative event that brings departments, parents and students, and our community together. Our families support their students who compete in athletic events, fine arts performance, and strive academically. The training and experience we have gained in the use of Restorative Practices has enabled our staff to learn strategies to better build relationships with students. Students are assuming leadership within their classes as they develop social contracts within their learning environments. That collaboration, coupled with accountability, fosters positivity and inclusivity. Our staff supports each other daily. They work as teams within their departments, teams, and PLCS.

Staff, students, and parents share common goals of student safety, inclusivity, and high academic expectations and support.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- 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
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:





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

**Performance Objective 1:** Navo Middle School will meet at least 75% of the eligible indicators for growth in ELA/Reading and Math, as shown on STAAR assessment data.

**Evaluation Data Sources:** STAAR Assessment Data

**Summative Evaluation:** None

<b>Strategy 1:</b> Use MAP and IXL data to gauge student growth in ELAR and math. <b>Strategy's Expected Result/Impact:</b> Analysis of student data and interventions planned yield student growth. <b>Staff Responsible for Monitoring:</b> ELAR and Math teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> PLCs will meet weekly to examine student data from various assessments, including common, summative, MAP, IXL and STAAR. <b>Strategy's Expected Result/Impact:</b> Analysis of student data and interventions yield student growth. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 3:</b> Teachers will develop common assessments. <b>Strategy's Expected Result/Impact:</b> Common assessments developed in all units of study. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<b>Strategy 4:</b> ELAR teachers will continue to utilize workshop model. <b>Strategy's Expected Result/Impact:</b> Instructional practices will reflect components of workshop model which should result in students taking more ownership of their literacy. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 5:</b> The Campus Leadership Team will meet consistently throughout the year to evaluate the needs of the campus, monitor the progress of our goals and make adjustments as needed. <b>Strategy's Expected Result/Impact:</b> Analysis of student data and teacher interventions yield student growth. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 6:</b> Incorporate PLC and Team time into the master schedule. <b>Strategy's Expected Result/Impact:</b> Master schedule will reflect this strategy and the result will be collaboration between teachers. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 7:</b> Teachers will assist students in academic goal setting specific to growth and achievement. <b>Strategy's Expected Result/Impact:</b> Students will have individual goals they monitor which will result in student academic growth. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 8:</b> Build math and reading intervention courses into the master schedule. <b>Strategy's Expected Result/Impact:</b> Students enrolled in these courses will receive more individualized support that will yield academic growth in targeted subjects. <b>Staff Responsible for Monitoring:</b> Administrators and counselors	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 9:</b> Math teachers will utilize Math IXL with their students and set goals for participation and growth. <b>Strategy's Expected Result/Impact:</b> Student growth in math <b>Staff Responsible for Monitoring:</b> Math teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 2:** . Culture & Climate

In pursuit of excellence, we will:





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

**Performance Objective 1:** Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders.

**Evaluation Data Sources:** Attendance, CANVAS access, surveys, PTA membership, report cards, enrollment in courses and extra-curricular

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Navo Middle School will recognize STAR students of the month for academic achievement and character.  <b>Strategy's Expected Result/Impact:</b> Positive reinforcement and acknowledgement of outstanding performance and character.  <b>Staff Responsible for Monitoring:</b> Teachers, counselors, and administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> We will recognize staff members for "Spotlight of the Week" for contributions they make to the positive culture and climate of Navo Middle School.  <b>Strategy's Expected Result/Impact:</b> Positive reinforcement and acknowledgement of outstanding performance or contributions.  <b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Shoutout Wednesdays for staff members, students, and community members to recognize Navo staff will be solicited and posted via social media each week.  <b>Strategy's Expected Result/Impact:</b> Positive reinforcement and acknowledgement of contributions and outstanding performance.  <b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Frequent use of social media platforms to highlight positive things at Navo.  <b>Strategy's Expected Result/Impact:</b> Consistent and frequent form of communication.  <b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<b>Strategy 5:</b> Voluntary focus group to study best practices in providing equitable educational opportunities. <b>Strategy's Expected Result/Impact:</b> Participation in the focus group that results in more learning and leadership opportunities among staff. <b>Staff Responsible for Monitoring:</b> Teachers and administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 6:</b> Counseling team will establish goals that address the social, emotional, and academic needs of all students. <b>Strategy's Expected Result/Impact:</b> Academic growth and student involvement <b>Staff Responsible for Monitoring:</b> Counseling team and administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 7:</b> Implementation of AVID and promotion of strategies utilized in the AVID program for all 8th graders. <b>Strategy's Expected Result/Impact:</b> Enrollment in AVID <b>Staff Responsible for Monitoring:</b> AVID coordinator, counselors and administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 8:</b> Grant Ed Leave days for teachers to have time to continue to develop their courses in CANVAS <b>Strategy's Expected Result/Impact:</b> CANVAS courses continue to be more robust and students are more engaged <b>Staff Responsible for Monitoring:</b> Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Navo Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annette Langmead	Reading Interventionist		1

# Addendums

**Denton Independent School District**  
**Paloma Creek Elementary**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

Mission

Inspiring passionate learners

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

#### Demographics:

Paloma Creek Elementary opened its doors in 2007. We strive to develop community-minded, lifelong learners who are committed to learning and growing in our core values of respect, advocating for the needs of ourselves and others, growing as learners, and creative thinkers who create solutions to problems. School families have come to expect a friendly environment where students are nurtured, parent involvement is welcome and business partnerships abound.

Paloma Creek is one of 6 elementary schools located in the Braswell zone. According to the Templeton growth reports for Denton ISD, our zone is one of the fastest growing areas in the district. The campus is predominantly a neighborhood school that has been rezoned four times over the last 9 years to accommodate the growth. The African American and Caucasian student groups are growing the fastest. The campus has 2 student groups that are almost equal in size: 43% African American and 46% White.

The last published mobility rate of 21.3% for Paloma Creek Elementary is higher than comparison schools within and outside of the district by approximately 5.5%. This can be attributed to the new elementary school opening in our zone and changing the boundaries during the 2019-20 school year. The campus attendance rate is at 97.12%. The campus attributes this achievement to a strong partnership with parents and our focus on providing a highly engaging learning experience for our students. Paloma Creek Elementary student groups include

Additionally, 49.27% are economically disadvantaged, 48% are identified as at risk for the Early Reading Indicator.

Paloma Creek Elementary employs highly qualified staff members who are empowered to leverage their signature strengths individually and collectively. We prioritize hiring diverse staff to match the diversity of the student body. We added a full time reading interventionist, a full time math interventionist and a Community in Schools staff member to partner in supporting the needs of our at-risk students and families. With the rapid growth in our area, we continue to refine our mentoring program to support the needs of our staff members. We also continue to train staff in the identification of EXPO students so that EXPO demographics proportionally match those of the campus.



### Demographics Strengths

1. School families have come to expect a friendly environment where students are nurtured, parent involvement is welcome and business partnerships continue to grow.
2. Students are given opportunities to connect to the school through participating in extra-curricular activities.
3. Staff members discover their signature strengths and how to leverage them to work collaboratively with teams to meet the high demands of our at-risk learners.
4. The campus attendance rate and participation rate remained strong during COVID19 school closures.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Caseload of students needing tier 3 instruction is too great for a single interventionist to cover. **Root Cause:** Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms

**Problem Statement 2:** A reading interventionist that would provide consistent intervention times. **Root Cause:** There are 88 3rd-5th graders at-risk in reading (35 of these were new to Paloma Creek.) and 150 3rd-5th graders at-risk in math (65 of these were new to Paloma Creek.)

**Problem Statement 3:** Matching staff demographics more closely to student demographics **Root Cause:** Recruit more diverse applicants to the teaching profession

**Problem Statement 4 (Prioritized):** Integration of technology without a specific purpose of supporting student growth. **Root Cause:** Streamlining our use of technology and embedding it into the lesson plans for intentional use.

**Problem Statement 5:** Student groups are disproportionate in relationship those who are referred to EXPO. **Root Cause:** Lack of understanding for characteristics students exhibit demonstrating they are gifted

## Student Learning

### Student Learning Summary

The Campus Leadership Team (CLT) committee considered a variety of student academic achievement information, including campus based assessments, report card assessments, and reading progress monitoring documentation prior to COVID 19 school closures. With our mobility rate increasing again at the start of the 2020-21 school year, our Beginning of the year ELI, IStation, PNA, and Imagine Math data provides a realistic view of the regression experienced during COVID. We also utilized the STAAR 2019 Reading and Math approaches and meets standards data to determine our focus as we set goals for all students and our at-risk students.

### Beginning of the Year New Vs. Returning Imagine Math & Imagine Language and Literacy

According to the beginning of the year Imagine Math benchmark, very few students are on level in math, new students performed higher in the area of progressing, and both returning and new students are at 80% or higher of at-risk status. The Imagine Language and Literacy benchmarks shows the performance of new students on level is 10% higher than returning students, 3% of new students are progressing while nearly 22% of returning students are progressing. 30% of new students are at risk while 23% of returning students are at risk.

<b>BOY 3-5 New Students</b>	<b>IM</b>	<b>ILL</b>
On Level	0%	64%
Progressing	20%	3%
At-Risk	80%	30%
<b>BOY 3-5 Returning Students</b>	<b>IM</b>	<b>ILL</b>
On Level	3.60%	54%
Progressing	12%	21.60%
At-Risk	84.30%	22.66%

The district scorecard is tracking ISIP reading comprehension, meets STARR expectation, and guided reading text levels. 2 out of 3 areas will be utilized to track student growth. Beginning of the year data shows a little more than half of our 3-5 grade students met the expectations while 16.84% are developing and 24.58% are beginning level comprehending of text. The beginning of the year data shows 79% of our students are below level in math in grades 3-5.

<b>BOY ISIP Comprehension 3-5</b>	
Meets Expectation	51.85%

<b>BOY ISIP Comprehension</b>	
<b>3-5</b>	
Developing	16.84%
Beginning	24.58%
<b>BOY IM 3-5</b>	
Meets Expectation	2.02%
Approaches	13.13%
Below Level	78.79%

The data below supports the needs for a full time reading and a full time math interventionist to support the at-risk students.

### 3rd Grade

<b>BOY:</b>	<b>Percentage of New Students to Paloma (out of total new 3rd Graders)</b>			
		Imagine Math	Imagine L& L	
	On-Level	0%	60%	
	Progressing	20%	10%	
	At-risk	80%	30%	
<b>BOY:</b>	<b>Percentage of Returning Students to Paloma (out of the Returning 3rd Graders)</b>			
		Imagine Math	Imagine L& L	
	On-Level	4%	56%	
	Progressing	7%	25%	
	At-risk	89%	19%	
<b>BOY:</b>	<b>Percentage of both New and Returning Students to Paloma ( total students):</b>			
		Imagine Math	Imagine L& L	
	On-Level	3%	56%	
	Progressing	9%	23%	
	At-risk	88%	21%	

### 4th Grade

<b>BOY:</b>	<b>Percentage of New Students to Paloma (out of total new 4th Graders)</b>				
		Imagine Math	Imagine L& L		
	On-Level	0%	61%		
	Progressing	4%	17%		
	At-risk	96%	22%		
<b>BOY:</b>	<b>Percentage of Returning Students to Paloma (out of the Returning 4th Graders)</b>				
		Imagine Math	Imagine L& L		
	On-Level	3%	46%		
	Progressing	4%	25%		
	At-risk	93%	29%		
<b>BOY:</b>	<b>Percentage of both New and Returning Students to Paloma ( total students):</b>				
		Imagine Math	Imagine L& L		
	On-Level	2%	50%		
	Progressing	4%	23%		
	At-risk	94%	27%		

5th Grade

<b>BOY:</b>	<b>Percentage of New Students to Paloma (out of 14 total new 5th Graders)</b>				
		Imagine Math	Imagine L& L		
	On-Level	0%	71%		
	Progressing	36%	0%		
	At-risk	64%	29%		
<b>BOY:</b>	<b>Percentage of Returning Students to Paloma (out of the 87 Returning 5th Graders)</b>				
		Imagine Math	Imagine L& L		
	On-Level	4%	60%		

<b>BOY:</b>	<b>Percentage of New Students to Paloma (out of 14 total new 5th Graders)</b>					
	Progressing	25%	20%			
	At-risk	71%	20%			
<b>BOY:</b>	<b>Percentage of both New and Returning Students to Paloma (100 total students):</b>					
		Imagine Math	Imagine L& L			
	On-Level	3%	62%			
	Progressing	27%	17%			
	At-risk	70%	21%			

2019 STAAR Reading Data

**May 2019 STAAR Reading,  
Grade 3**

	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>PalomaCreek</b>	<b>106</b>	<b>63%</b>	<b>32%</b>	<b>16%</b>
<b>Economic Disadvantage</b>	<b>46</b>	<b>54%</b>	<b>22%</b>	<b>9%</b>
<b>Black/African American</b>	<b>35</b>	<b>63%</b>	<b>29%</b>	<b>14%</b>
<b>Hispanic</b>	<b>20</b>	<b>45%</b>	<b>25%</b>	<b>15%</b>
<b>White</b>	<b>45</b>	<b>76%</b>	<b>40%</b>	<b>20%</b>
<b>LEP</b>	<b>3</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>
<b>Special Ed Indicator</b>	<b>6</b>	<b>50%</b>	<b>33%</b>	<b>17%</b>

**May 2019 STAAR Reading,  
Grade 4**

	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>PalomaCreek</b>	<b>115</b>	<b>70%</b>	<b>33%</b>	<b>14%</b>
<b>Economic Disadvantage</b>	<b>42</b>	<b>64%</b>	<b>26%</b>	<b>12%</b>
<b>Black/African American</b>	<b>44</b>	<b>64%</b>	<b>25%</b>	<b>16%</b>
<b>Hispanic</b>	<b>23</b>	<b>74%</b>	<b>22%</b>	<b>13%</b>
<b>White</b>	<b>44</b>	<b>70%</b>	<b>43%</b>	<b>14%</b>
<b>LEP</b>	<b>6</b>	<b>50%</b>	<b>17%</b>	<b>0%</b>
<b>Special Ed Indicator</b>	<b>10</b>	<b>30%</b>	<b>10%</b>	<b>10%</b>

**April 2019 STAAR Reading,  
Grade 5**

	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
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<b>PalomaCreek</b>	<b>148</b>	<b>72%</b>	<b>51%</b>	<b>32%</b>
<b>Economic Disadvantage</b>	<b>57</b>	<b>60%</b>	<b>35%</b>	<b>23%</b>
<b>Black/African American</b>	<b>48</b>	<b>52%</b>	<b>29%</b>	<b>19%</b>
<b>Hispanic</b>	<b>40</b>	<b>75%</b>	<b>53%</b>	<b>30%</b>
<b>White</b>	<b>55</b>	<b>87%</b>	<b>65%</b>	<b>45%</b>
<b>LEP</b>	<b>3</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>
<b>Special Ed Indicator</b>	<b>16</b>	<b>25%</b>	<b>13%</b>	<b>13%</b>

2019 STAAR Math Data

**May 2019 STAAR Mathematics, Grade 3**

	Total Students	Approaches	Meets	Masters
PalomaCreek	106	68%	37%	11%
Economic Disadvantage	46	57%	20%	2%
Black/African American	35	71%	26%	6%
Hispanic	20	45%	20%	5%
White	45	76%	56%	20%
LEP	3	67%	0%	0%
Special Ed Indicator	6	33%	33%	17%

**May 2019 STAAR Mathematics, Grade 4**

Total Students	Approaches	Meets	Masters
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**May 2019 STAAR  
Mathematics, Grade 3**

Indicator	Total Students	Approaches	Meets	Masters
PalomaCreek	115	78%	47%	27%
Economic Disadvantage	42	79%	43%	24%
Black/African American	44	70%	32%	18%
Hispanic	23	83%	43%	17%
White	44	82%	59%	41%
LEP	6	67%	50%	50%
Special Ed	10	20%	0%	0%

**April 2019 STAAR Mathematics,  
Grade 5**

Indicator	Total Students	Approaches	Meets	Masters
PalomaCreek	148	78%	50%	30%
Economic Disadvantage	57	68%	39%	23%
Black/African American	48	60%	35%	19%
Hispanic	40	88%	45%	20%
White	55	85%	67%	47%
LEP	3	67%	0%	0%
Special Ed	16	25%	13%	6%

**Student Learning Strengths**

Prior to COVID 19 and school closures, our middle of the year data showed students made tremendous growth as measured through



teacher facilitated running records, Imagine Math and STAAR data for 2019.

83% of students made 1 years growth in reading as measured through teacher Reading Benchmark Assessment data.

- 77% of students made 1 years growth in math as measured through Imagine Math and approaches standards on STARR 2019.
- Tier 2 Interventions were successful when done consistently and progress was monitored.
- Tier 3 Math interventions were successful and made progress.
- Dyslexia students made significant growth.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is growth needed in creating specific common formative assessments using the cognitive ladder. **Root Cause:** New team members need to experience unpacking the TEKS for every unit, every year in PLC.

**Problem Statement 2:** A reading interventionist that would provide consistent intervention times. **Root Cause:** There are 88 3rd-5th graders at-risk in reading (35 of these were new to Paloma Creek.) and 150 3rd-5th graders at-risk in math (65 of these were new to Paloma Creek.)

## School Processes & Programs

### School Processes & Programs Summary

The campus leadership team surveyed staff members to identify areas of focus to support the teaching and learning experiences at Paloma Creek. It was noted that teachers desired to have a focused planning time, separate from PLCs, that centers around writing and preparing differentiated lessons for all students (at-risk to EXPO). Additionally, teachers requested more opportunities for coaches and/or specialists to co-teach differentiated small groups with teachers. The campus also discovered a need to Increase our focus on creating common, reliable formative assessments and instruction that better prepares students to take district made summative assessments and state STAAR assessments.

Efforts to secure highly qualified staff members who match the demographics of the population we serve continues to improve. Supporting teachers in reaching their professional goals is a priority at Paloma Creek. As a result, we had 4 teachers step into district and specialists positions. We also have 3 aspiring administrators entering into their internship or master's programs. Additionally, we have 3 paraprofessionals beginning their college coursework to become teachers.

Providing more consistent opportunities for staff members to exercise their voices in the decisions made at our school continues to be an area of refinement. During COVID 19 school closures, our staff continued to meet weekly for virtual PLCs, staff meetings and end of year summative conferences. Through this process, staff members indicated they were able to contribute to the decisions being made to keep our students engaged in learning.

100% of staff members completed a recent campus based survey depicting that 87% of staff members report they are able to express their opinions and are validated for their ideas. 88% believe that our mission of 'inspiring passionate learners' makes them feel their job is important. 98% reported their team engages in quality work. 96% reported they have had an opportunity to grow at work.

Our staff continues to grow in the utilization of technology to support instruction. During COVID-19 closures, teachers discovered ways to utilize Seesaw activities to support student learning. Our interventionist launched a leaderboard contest for Imagine Math and Imagine Language and Literacy resulting in an increased participation rate throughout the closure. The campus will continue to leverage technology to engage students in quality learning opportunities. Having reliable internet connection continues to pose challenges for consistent usage on campus.

## **School Processes & Programs Strengths**

### **Curriculum, Instruction, and Assessment**

- About 90% of surveyed staff feels the curriculum maximizes student engagement and problem solving.
- Majority of the surveyed staff feels that students are engaged at least 75% of the time.
- 100% of surveyed staff feel their classroom is a positive learning environment.
- About 93% of staff believe campus made assessments are fair and equitable.
- Majority of teachers believe their students are more confident when taking campus made assessments and feel the data is valuable for driving instruction

### **Staff Recruitment and Retention**

None inputted yet

### **School Organization**

- Teachers and staff care about the decisions made on campus. 97%
- A majority of the staff feel their voice matters when it comes to decision making. 72%
- A majority of the staff feels they have been properly informed on how to have a voice in decision making. 80%

### **Technology**

- The SSO Portal makes it easy for students to access the individual sites.
- The design provides for what I need to be effective with what I do.

- There are multiple platforms to be utilized
- I feel that the technology is well-integrated to accommodate staff academic, educational, and documentation purposes.
- It is very user friendly and easy to navigate with flexible use.
- The SSO makes it easy for the students to find what they need and to log on.
- We are using IM, ILL, IM Math Facts, Istation, and Seesaw to support students in their learning.
- Through technology you can access: Imagine Math, ILL, Google classroom and all the programs that go along with it, PowerPoint presentations, Seesaw, Epic, Big Universe, just to name a few. These program's support, enhance, and also have assessment tools to monitor and adjust student learning to meet their individual needs.
- Technology is used to support student engagement and enhance the learning environment.
- It helps differentiate the learning. Allows for students to move further along in their academic career being above or below grade level while making the student feel successful on any level.
- Students are allowed the opportunity to utilize technology during learning and actually research and find structure in their own independent learning.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is growth needed in creating specific common formative assessments using the cognitive ladder. **Root Cause:** New team members need to experience unpacking the TEKS for every unit, every year in PLC.

**Problem Statement 2 (Prioritized):** There is growth needed in Trust Based Relationship Interventions/ More staff to support students in crisis **Root Cause:** An increase of students in crisis

**Problem Statement 3:** Demographics of staff doesn't proportionately match that of the students. **Root Cause:** Limited diversity in position pools.

**Problem Statement 4 (Prioritized):** Integration of technology without a specific purpose of supporting student growth. **Root Cause:** Streamlining our use of technology and embedding it into the lesson plans for intentional use.

**Problem Statement 5:** Differentiated resources for all students **Root Cause:** We need growth in Tier 1 differentiated practices.

**Problem Statement 6:** Inability to consistently submit attendance on time or to utilizes features in TAC due to system errors. **Root Cause:** TAC was down often this year, features (such as attendance and group email) were unreliable.

**Problem Statement 7:** SSO portal is slow and not always working. **Root Cause:** Consistent internet speed and connectivity across the building.

**Problem Statement 8:** There are too many apps to go through on the SSO for parents, students, and teachers to navigate effectively. **Root Cause:** SSO is cluttered: too many

apps that aren't relevant to specific end users/apps need categories for easier searching.

# Perceptions

## Perceptions Summary

One of our core beliefs at Paloma Creek is that students learn best in a safe environment where they can engage in taking risks, learning from their mistakes, and demonstrating a sense of advocacy for one another. We maintain a culture of high expectations for student learning while also integrating new students and staff into our school family. We collaboratively plan, solve problems, and support one another across the campus because we truly believe we are better together.

Paloma Creek works to close the performance gaps of all students while also promoting the social emotional well-being of students and staff. Based on student behavior support data, a focused plan was developed for the 2020-21 school year to specifically target the needs of 3rd grade boys and 4th grade girls. Additionally, students receive support through individualized positive behavior support plans to increase their capacity to employ self-regulating techniques. This also leads to more productive time to participate in learning in order to progress towards mastery of grade level content.

Increasing parent involvement through providing more opportunities in giving parents a voice in decisions being made for our school is a focus point for the 2020-21 school year. We work closely with our PTA board. We are inviting parents to help make decisions regarding events and virtual platforms for hosting these events. As our demographics continue to become more diverse, we are focused on creating a more culturally responsive community. A recent parent survey revealed 64% believes their child is exposed to other cultures while 36% provided a neutral response indicating they aren't sure what opportunities the school provides to teach children about other cultures. 64% of respondents indicated that Paloma Creek celebrates diversity while 27% aren't certain this occurs.

## Perceptions Strengths

A recent parent engagement survey shows that 93% of parents feel they are encouraged to participate in school events such as curriculum night and other school sponsored events. 93% of parents indicated parent input is utilized to improve instruction and involvement. Additionally, 93% of parents agreed that students treat other students and staff members with respect and that teachers treat teachers, students, and parents with respect. Additionally 93% indicated that administrators make decisions that are in the best interest of the students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Inadequate amount of staff to support students in crisis **Root Cause:** Increase in students in crisis

**Problem Statement 2 (Prioritized):** The demographics of our office referrals do not match the demographics of our student body. **Root Cause:** Lack of understanding of the behavioral needs of our various sub-populations.

**Problem Statement 3 (Prioritized):** PTA perceives they are not involved in school decision making. **Root Cause:** Low attendance at PTA general meetings.

**Problem Statement 4:** 60% of staff report witnessing bullying behavior **Root Cause:** Lack of understanding between understanding of peer conflict and bullying/students in crisis

**Problem Statement 5:** High number of office referrals for next years 3rd grade boys and 4th grade girls. **Root Cause:** Increase in students in crisis

# Priority Problem Statements

**Problem Statement 1:** There is growth needed in Trust Based Relationship Interventions/ More staff to support students in crisis

**Root Cause 1:** An increase of students in crisis

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** There is growth needed in creating specific common formative assessments using the cognitive ladder.

**Root Cause 2:** New team members need to experience unpacking the TEKS for every unit, every year in PLC.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Caseload of students needing tier 3 instruction is too great for a single interventionist to cover.

**Root Cause 3:** Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Integration of technology without a specific purpose of supporting student growth.

**Root Cause 4:** Streamlining our use of technology and embedding it into the lesson plans for intentional use.

**Problem Statement 4 Areas:** Demographics - School Processes & Programs

**Problem Statement 5:** The demographics of our office referrals do not match the demographics of our student body.

**Root Cause 5:** Lack of understanding of the behavioral needs of our various sub-populations.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** PTA perceives they are not involved in school decision making.

**Root Cause 6:** Low attendance at PTA general meetings.

**Problem Statement 6 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

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

**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

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** Paloma Creek Elementary students will achieve a minimum of one year's growth in reading as measured through beginning, middle, and end of the year assessments such as ELI, I-Station, and ILL; common formative assessments, and guided reading text levels. The percent of 3rd grade students that score approaches grade level will increase from 63%-75% or higher and Meets grade level or above on STAAR will be at 51% or higher; The percent of 3rd grade students that can read on grade level will be at 76% or higher, and the percent of 3rd grade students on level in iStation/reading comprehension will be at 78% or higher.








**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2021, iStation benchmarks, guided reading running records including text level and comprehension skills

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue campus wide PLC (Professional Learning Community) weekly during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionists during weekly PLCs and bi-weekly DMTSS PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction matching the rigor of the TEKS, participate in Tier 2 interventions to close achievement gaps, or participate in extension opportunities to ensure one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, teachers, specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p><b>Strategy 2:</b> Teams will plan small group differentiated instruction with district allocated instructional coach for one half day educational leave session for ELAR and one half day educational leave session for math one time per grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction and interventions developed to close achievement gaps for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, district coach, interventionists, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Caseload of students needing tier 3 instruction is too great for a single interventionist to cover. <b>Root Cause:</b> Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms</p>

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 2:** Paloma Creek Elementary at-risk students will achieve a minimum of 1.5 year's growth in reading as measured through beginning, middle, and end of the year assessments such as ELI, I-Station, ILL, common formative assessments, and guided reading text levels. The percent of 3rd grade students that score approaches grade level will increase from 54%- 64%, Meets grade level or above on STAAR will be at 45% or higher; The percent of 3rd grade students that can read on grade level will be at 76% or higher, and the percent of 3rd grade students on level in iStation/reading comprehension will be at 78% or higher.








**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2021, iStation benchmarks, guided reading running records including text level and comprehension skills

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The master schedule is created around the Tier 2 and Tier 3 needs of at-risk students so that all interventions occur routinely and are targeted and specific to the needs of the learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will attain the minimum of 1.5 year's of growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, teachers, specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p><b>Strategy 2:</b> Provide a full time reading interventionist to support at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> All Tier 3 students will receive small group reading and math intervention in grades 2nd-5th.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, interventionists, DMTSS committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Caseload of students needing tier 3 instruction is too great for a single interventionist to cover. <b>Root Cause:</b> Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms
<b>Student Learning</b>
<b>Problem Statement 1:</b> There is growth needed in creating specific common formative assessments using the cognitive ladder. <b>Root Cause:</b> New team members need to experience unpacking the TEKS for every unit, every year in PLC.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is growth needed in creating specific common formative assessments using the cognitive ladder. <b>Root Cause:</b> New team members need to experience unpacking the TEKS for every unit, every year in PLC.

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 3:** Paloma Creek Elementary students will achieve a minimum of one year's growth in math as measured through beginning, middle, and end of the year assessments such as Imagine Math, common formative assessments, and end of unit test. The percent of 3rd grade students that score Approaches will increase from 68%- 78% and Meets grade level or above on STAAR will be at 47% or higher.

**Evaluation Data Sources:** STAAR Math, common formative assessments, end of unit tests.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will collaboratively plan with our instructional coach to provide targeted math instruction and intervention. Students will engage in the Imagine Math Learning Leader competition and pass a minimum of 2 lessons per week.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will attain a minimum of one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, teachers, specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
	<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 4:** Paloma Creek Elementary at-risk students will achieve a minimum of 1.5 year's growth in math as measured through beginning, middle, and end of the year assessments such as Imagine Math, Primary Numeracy Assessments, common formative assessments, and end of unit test. The percent of 3rd grade students that score Approaches will increase from 57%-67% and Meets grade level or above on STAAR will be at 47% or higher.

**Evaluation Data Sources:** STAAR Math, Primary Numeracy Assessments, end of unit tests

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide a full time math interventionist to support at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> All Tier 3 students will receive small group reading and math intervention in grades 2nd-5th.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, interventionists, DMTSS committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Caseload of students needing tier 3 instruction is too great for a single interventionist to cover. <b>Root Cause:</b> Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms</p>
Student Learning
<p><b>Problem Statement 1:</b> There is growth needed in creating specific common formative assessments using the cognitive ladder. <b>Root Cause:</b> New team members need to</p>



experience unpacking the TEKS for every unit, every year in PLC.

**School Processes & Programs**

**Problem Statement 1:** There is growth needed in creating specific common formative assessments using the cognitive ladder. **Root Cause:** New team members need to experience unpacking the TEKS for every unit, every year in PLC.

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 5:** Paloma Creek Elementary students will achieve a minimum of one year's growth in science as measured through beginning, middle, and end of the year assessments such as Stemscores, common formative assessments, and end of unit test. The percent of 5th grade students that score Approaches will increase from 53%-63% and Meets grade level or above on STAAR will be at 41% or higher.

<p><b>Strategy 1:</b> Collaborate and plan with the district elementary science coordinator.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing teachers with support in planning highly engaging science learning opportunities will increase student mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Goal 2:** . Culture & Climate

In pursuit of excellence, we will:



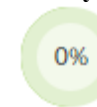




- \* Honor the dedication and professionalism of all staff
- \* Celebrate, respect and promote the value of diversity in our Denton ISD Community
- \* Support a working environment ensuring open and transparent communication
- \* Establish high expectations for success
- \* Instill in students a love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

**Performance Objective 1:** Promote health, wellness, emotional well being, and community partnerships for all stakeholders through establishing high expectations for success.

**Evaluation Data Sources:** Demographics of students in need of Tier 3 behavior interventions will be equitable to those of the campus  
 Parent survey beginning, middle, and end of year  
 3rd Grade student survey data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> All staff will complete Trust Based Relationship Interventions training and Positive Behavior Support Intervention training.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build their capacity to employ self-regulation strategies and remain engaged in the learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, counselor, CIS, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p><b>Strategy 2:</b> Community in Schools will serve 100 students and support 75% of our student body, specifically through partnering with families to meet social and emotional needs. She will provide a boys' friendship group and a girls' self-esteem group for 6 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Build a stronger connection between the school and parents while also supporting the social, emotional, and learning needs of the community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, counselor, CIS</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - Title I, Part A - \$12,000, - At-Risk (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p><b>Strategy 3:</b> Continue to promote students' capacity to grow in demonstrating respect, advocacy for others, growth as learners, problem solving, and creative thinking through our campus wide brag tags, student of the week, and high flying Falcon awards each grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping students with core values that will impact their futures as contributing members of the community</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, counselor, CIS, teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 4:</b> Partner with CIS and UNT counseling and education interns to provide social, emotional, and academic(math) virtual mentor support through CIS.</p> <p><b>Strategy's Expected Result/Impact:</b> provide capacity for students to self-regulate behaviors while also closing achievement gaps specifically in math</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, CIS staff member</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Host virtual social and academic events in partnership with the PTA and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for community stakeholders to plan events with the school while also enriching the partnerships between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, PTA</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Caseload of students needing tier 3 instruction is too great for a single interventionist to cover. <b>Root Cause:</b> Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> There is growth needed in Trust Based Relationship Interventions/ More staff to support students in crisis <b>Root Cause:</b> An increase of students in crisis
<b>Perceptions</b>
<b>Problem Statement 3:</b> PTA perceives they are not involved in school decision making. <b>Root Cause:</b> Low attendance at PTA general meetings.

# State Compensatory

## Personnel for Paloma Creek Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Thomas	Math Interventionist	2nd-5th Grade Math	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Thomas	Math Interventionist	2nd-5th Grade Math Intervention	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5
Kellyn Savage	Community in Schools	CIS	.25

# Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	4	1			\$0.00
2	1	2			\$12,000.00
<b>Sub-Total</b>					\$12,000.00
<b>Grand Total</b>					\$12,000.00

# Addendums



# Denton Independent School District

## Providence Elementary

### 2020-2021 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# Mission Statement

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

School Mission: Providence Elementary will develop and cultivate a community of Learners with Pride, Perseverance and Purpose.

## Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused, engaged learning environment while educating students to their highest potential.

## Value Statement

The core values of Providence Elementary are:

- Respect
- Responsibility
- Perseverance
- Empathy

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

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

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# Comprehensive Needs Assessment

Revised/Approved: May 22, 2020

## Demographics

### Demographics Summary

Providence Elementary opened in 2004 as the first elementary school in the rapidly growing eastern portion of the Denton Independent School District. The campus serves students and families within the Providence Village, Aubrey, Oak Point, Cross Roads and Little Elm communities. Providence Elementary is a Title I campus with 50.43% of students receiving either free or reduced meal services. Of the nearly 600 students, 21.5% of students are Hispanic/Latino, 46.4% of students are White, 28.7% of students are Black or African American, and less than 1% of students are Asian. Roughly 8% of Providence students are identified as English Speakers of other Languages (ESL). 7.4% of students are identified as gifted and talented. Providence Elementary has an active Parent Teacher Association (PTA). This organization supports the campus in providing volunteer opportunities for community members, partnering with the campus to purchase supplies and equipment for teachers as well as students and creating opportunities for families to engage with the school.

### Strengths...

- Consistent increase in student enrollment
- Implementation of incentives to encourage perfect attendance
- High diversity of both students as well as staff

### Needs...

- Supports for students new to Providence that move in after the school year has begun
- Parent education on the importance of daily student attendance
- Increase daily student attendance rate (currently at 96%)
- Add At-Risk indicator to campus progress monitoring tool to track this student data
- High absentee percentage rate for Pre-K

# Student Learning

## Student Learning Summary

### Data Sources Reviewed:

- UbD Units of Study
- Writing Units of Study Materials
- Master Schedule
- Learning Walk Data
- ELI Campus Trend Data
- Campus Yearly Progress Monitoring Data
- STAAR Assessment Data
- TEA Report Cards
- Imagine Math Benchmark Assessments
- iStation Reading Diagnostic Assessments
- District Benchmark Assessments

## Student Learning Strengths

### Strengths...

- Classroom Learning Walks Data yielded 89% Classrooms had Learning Targets posted
- Of Learning Targets posted, 89% of targets were in the Developing Stage
- 87% of Learning Targets are posted in kid friendly language
- Implementation of Mega Labs to deepen teacher understanding and deliver of Workshop Model in Reading and Writing Units of Study
- Distinction earned on TEA 2019 Report Card - Closing the Gaps with a score of 96
- TEA 2019 Report Card Overall Score of 89 (B Rating)
- TEA 2019 Report Card Student Achievement Score of 86
- 2019 STAAR Performance Rates at Masters Level in All Subjects (All Grades Tested) - increase from 23% to 33%
- 2019 STAAR Performance Rates at Masters Level in ELA/Reading (All Grades Tested) - increase from 23% to 32%
- 2019 STAAR Performance Rates at Masters Level in Math (All Grades Tested) - increase from 27% to 39%
- 2019 STAAR Performance Rates at Masters Level in Science - increase from 19% to 33%
- 2019 Accelerated Student Progress in ELA/Reading
- 2019 Grade 4 Writing Performance at Masters Level
- 2019 Grade 3 Math Performance at Masters Level
- Grade 5 Math Performance at Masters Level

### Needs...

- Students are in the Initiating stage of ownership related to Learning Target Learning Walk Feedback
- Learning Walks identified areas of professional development related to keeping mini-lessons “mini” in the workshop model
- Time and training on implementation and utilization of the Units of Study Curriculum
- Access to classroom libraries to support Units of Study Curriculum
- Vertical teaming alignment processes
- 2019 STAAR Writing Performance Rates at Meets Grade Level or Above - 71%
- Progress of Prior Year Students in the area of mathematics declined in 2019 from 68% (2018) to 38% (2019) according to TEA School Report Card

# School Processes & Programs

## School Processes & Programs Summary

### School Context and Organization

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

### Potential Data Sources

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

### **Strengths...**

- Master schedule allowed opportunities for small group tutorials
- Committee of teachers, parents and administrators shared input in deciding the master schedule
- Extended PLC Schedule
- Established a TEACH Denton Program for students interested in becoming future educators - increased student participation in TEACH Denton
- Review of Safety Procedures Protocols by way of tracking all safety drills
- Campus administration internship program (1 intern secured a district administration internship at a sister campus)
- Establishment of AFL Leadership Team allowing grade level and special program leaders to acquire intense professional develop → share learning with peers and collective faculty

### **Needs...**

- Difficulty of scheduling intervention, special education, EXPO, dyslexia, etc.
- Provide multiple leadership and decision making opportunities for staff
- Provide club opportunities to students both during the school day and as extra-curricular time
- Added safety team meetings to review/refine safety measures
- Refine DMTSS process to allow time for defining plans for student intervention
- With addition of multiple special programs (Pre-K Academy, PABS, continued increases in AFS numbers), adjust to classroom locations/campus map are needed

### **Staff Quality, Recruitment and Retention**

#### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios



- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

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

List the actual data sources reviewed below...

- **Teacher Certification Records**
- **Professional-Development Data/Agendas**
- **Staff Retention Data**

## Findings/Analysis

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

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

### Strengths...

- PLC Structures
- Increase in % of ESL Certified Teachers
- Decrease in number of staff leaving the campus (by means of resignation and/or campus transfer)

### Needs...

- 100% of English Language Arts and Reading Classroom Teachers holding ESL Certification
- Basic Gifted & Talented hours of all classroom teachers

# Perceptions

## Perceptions Summary

### School Culture and Climate

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

### Potential Data Sources

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

### Data Sources Reviewed

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

List the actual data sources reviewed below...

**Employee Engagement Survey**

**Community Engagement Survey**

## Findings/Analysis

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

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

### **Strengths...**

- Employee Engagement survey yielded high employee engagement in the following:
  - I feel comfortable sharing ideas and opinions with my principal or direct supervisor
  - Consistent actions
  - Communication of job expectations
  - Effective Leadership

### **Needs...**

- Find opportunities to connect with and support Connected/Remote Learners in addition to Face-to-Face Learners
- Find opportunities to increase and develop high staff morale
- Find opportunities to celebrate student achievements
- Find opportunities to celebrate staff achievements
- Provide constructive feedback to both students and staff
- Find opportunities to have multiple forms of input and consideration into decision making

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

Revised/Approved: October 15, 2020

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:







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

**Performance Objective 1:** Providence Elementary will increase student reading comprehension by working towards all students achieving a minimum of one year's growth in reading as measured through beginning, middle, end of the year assessments such as ELI and I-Station; common formative assessments, and guided reading text levels. As a means of supporting the district goal of all students reading on grade level by the end of third grade, the percent of third grade students that can read on grade level will be at 76% or higher as evidenced by end of year assessments. The percent of third grade students meeting grade level STAAR reading expectations will be at 70% or higher.

### HB3 Goal


**Evaluation Data Sources:** -Early Literacy Indicator Assessments  
-Monthly Student Independent Reading Level  
-I-Station Monthly Assessments  
-Common Formative Assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify Essential Learning Standards, create Learning Targets, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> -Student reading levels will increase monthly. -85% of students will meet or exceed standards on benchmarks and/or common formative assessments as evidenced by Campus Progress Monitoring Document. -iStation assessment scores will demonstrate student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches/Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Provide Substitutes for Professional Learning Communities - Title I, Part A - \$2,500</p>	<b>Reviews</b>							
	<b>Formative</b>			<b>Summative</b>				
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>				
<p><b>Strategy 2:</b> Instructional Coaches will provide training and resources to teachers and staff on the use of Common Formative Assessments (CFAs) as a means to drive instructional practices/decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> -Minimum of 3 Common Formative Assessments will be provided to students for each identified Reading and/or Writing Essential Learning Standard. -85% of students will meet expectations as evidenced by CFA scores.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus Instructional Coach/Interventionist Full-Time Staff Member - Title I, Part A - \$70,000</p>					<b>Reviews</b>			
<b>Formative</b>			<b>Summative</b>					
<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>					
								
<p><b>Strategy 3:</b> Providence Elementary Staff will utilize the Professional Learning Community (PLC) Model to receive professional development in the utilization of Common Formative Assessments (CFAs). Staff will work to develop Common Formative Assessments (CFAs). CFAs will be routinely provided to students to track growth in reading. Additionally CFAs will be utilized to develop targeted interventions for students in the areas of Reading and Writing. Once targeted interventions are provided, students will be given the opportunity for reassessment of identified Essential Learning Standards.</p> <p><b>Strategy's Expected Result/Impact:</b> -85% of students achieving mastery on CFAs -Consistent growth in individual student Pre-Assessment vs. Post-Assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Principal Assistant Principal Instructional Coaches Campus Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>					<b>Reviews</b>			
<b>Formative</b>			<b>Summative</b>					
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 2:** Providence Elementary students identified as at-risk will achieve a minimum of 1.5 year's growth in reading as measured through beginning, middle and end of year assessments such as ELI, I-Station, common formative assessments and guided reading text levels.

**HB3 Goal**

**Evaluation Data Sources:** -STAAR Assessments

-I-Station Monthly Reading Assessments

-Campus Progress Monitoring Tool Reporting Student Independent Reading Levels

-Grade Level Reading Common Formative Assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Providence Elementary Teachers and Staff will participate in quarterly data discussion meetings with administrators, interventionists and instructional coaches to identify the needs of at-risk students, set goals and develop plans for targeting reading growth.</p> <p><b>Strategy's Expected Result/Impact:</b> -80% of at-risk 3rd grade students will approach STAAR reading standard.                      -53% of at-risk 3rd grade students will meet STAAR reading standard.                      -75% of at-risk 4th grade students will approach STAAR reading standard.                      -55% of at-risk 4th grade students will meet STAAR reading standard.                      -85% of at-risk 5th grade students will approach STAAR reading standard.                      -56% of at-risk 5th grade students will meet STAAR reading standard.                      -At-risk students will demonstrate growth as evidenced by students reading on grade level (10% or more growth of at-risk students reading on grade level) in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> -Classroom Teachers                      -Principal                      -Assistant Principal                      -Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

**Strategy 2:** Providence Elementary will utilize Title I funds to hire a part-time staff member to provide tutorials and Level 2 Denton Multi-Tiered System of Support interventions to at-risk students as a means of closing reading gaps.

**Strategy's Expected Result/Impact:** -80% of at-risk 3rd grade students will approach STAAR reading standard.




- 53% of at-risk 3rd grade students will meet STAAR reading standard.
- 75% of at-risk 4th grade students will approach STAAR reading standard.
- 55% of at-risk 4th grade students will meet STAAR reading standard.
- 85% of at-risk 5th grade students will approach STAAR reading standard.
- 56% of at-risk 5th grade students will meet STAAR reading standard.

**Staff Responsible for Monitoring:** -Principal

- Interventionists
- Campus Instructional Coach

**Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** Addition of a Part-Time Title I Tutor - Title I, Part A - \$18,000

Reviews			
Formative			Summative
Dec	Mar	May	May
			

 No Progress    
  Accomplished    
  Continue/Modify    
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**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- \* 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:** Providence Elementary students will achieve a minimum of one year's growth in math as measured through beginning, middle and end of year assessments such as Imagine Math, Grade Level Common Formative Assessments (CFAs), district benchmark assessments and campus benchmark assessments.

**HB3 Goal**

**Evaluation Data Sources:** -STAAR Assessments

- Imagine Math Assessments
- Common Formative Assessments
- Benchmark Assessments
- Campus Progress Monitoring Tool

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify math Essential Learning Standards, create Learning Targets, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> -85% of students will meet or exceed standards on benchmarks and/or common formative assessments as evidenced by Campus Progress Monitoring Document.</p> <ul style="list-style-type: none"> <li>-Imagine Math assessment scores will demonstrate student growth</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Classroom Teachers</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-Assistant Principal</li> <li>-Campus Instructional Coach</li> <li>-Interventionists</li> </ul> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
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<p><b>Strategy 2:</b> Instructional Coaches will provide training and resources to teachers and staff on the use of Common Formative Assessments (CFAs) as a means to drive instructional practices/decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> -Minimum of 3 Common Formative Assessments will be provided to students for each identified Math Essential Learning Standard. -85% of students will meet expectations as evidenced by CFA scores.</p> <p><b>Staff Responsible for Monitoring:</b> -Classroom Teachers -Principal -Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 3:</b> Providence Elementary will utilize Title I funds to hire a part-time staff member to provide tutorials and Level 2 Denton Multi-Tiered System of Support interventions to at-risk students as a means of closing math gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> -86% of at-risk 3rd grade students will approach STAAR math standard. -51% of at-risk 3rd grade students will meet STAAR math standard. -83% of at-risk 4th grade students will approach STAAR math standard. -55% of at-risk 4th grade students will meet STAAR math standard. -83% of at-risk 5th grade students will approach STAAR math standard. -56% of at-risk 5th grade students will meet STAAR math standard.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 4:</b> Providence Elementary will utilize Title I funds to hire a part-time staff member to provide tutorials and Level 2 Denton Multi-Tiered System of Support interventions to at-risk students as a means of closing math gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> -86% of at-risk 3rd grade students will approach STAAR math standard. -51% of at-risk 3rd grade students will meet STAAR math standard. -83% of at-risk 4th grade students will approach STAAR math standard. -55% of at-risk 4th grade students will meet STAAR math standard. -83% of at-risk 5th grade students will approach STAAR math standard. -56% of at-risk 5th grade students will meet STAAR math standard.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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## **Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- \* 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:** Providence Elementary will develop systems and supports to promote health, wellness, emotional well-being and community partnerships for all stakeholders.

**Evaluation Data Sources:** -Panorama Social-Emotional Health Survey Data

-Rhithm App Student Social-Emotional Health Survey Data

-Title Meeting Agendas

-Student Behavior Referral Data

-Student Attendance Rates

-Staff Attendance Rates

-Campus Improvement Plan Committee Agendas

**Summative Evaluation:** None

**Goal 2:** . Culture & Climate

In pursuit of excellence, we will:




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

**Performance Objective 1:** Providence Elementary will develop systems and supports to promote health, wellness, emotional well-being and community partnerships for all stakeholders. This year Providence Elementary students and staff are faced with the challenges of navigating new practices and safety measures related to the preventing COVID-19. Now, more than ever, it is of utmost importance that we focus on social-emotional health and well-being of our students, staff and community.

**HB3 Goal**

- Evaluation Data Sources:**
- Panorama Social-Emotional Health Survey Data
  - Rhithm App Student Social-Emotional Health Survey Data
  - Title I Meeting Agendas
  - Teacher/Staff Surveys
  - Staff Retention Rate
  - Student Attendance Rates
  - Staff Attendance Rates

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The counselor at Providence Elementary will provide virtual lessons to all Connected and/or Remote Learners in addition to the guidance lessons provided to Face-to-Face Learners. When Face-to-Face students are absent from school, the counselor will work to provide guidance lessons in a virtual and/or recorded setting. Guidance lessons will be shared with students and families through the SeeSaw Learning Management system as a means of promoting social-emotional health, healthy conversations and a means for parents to support students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease in Required Student Risk Assessments -Increase in student self-ratings on Panorama Social-Emotional Health Survey Assessments from beginning of year to end of year</p> <p><b>Staff Responsible for Monitoring:</b> -Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

<p><b>Strategy 2:</b> The staff at Providence Elementary will receive training on Trauma Informed Care as a means of supporting the individual needs of Providence Elementary students.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease in student referrals            -Decrease in Required Student Risk Assessments            -Increase in student self-ratings on Panorama Social-Emotional Health Survey Assessments from beginning of year to end of year</p> <p><b>Staff Responsible for Monitoring:</b> -Principal            -Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 3:</b> Providence Elementary will routinely recognize students for positive character traits, display of campus core values, perfect attendance, exemplars of learning and for positive office referrals. Student forms of recognition will included but not be limited to the following: Daily Patriot Morning Announcements, Patriot Positive Office Referral Forms, End of Grading Period Recognition Virtual Celebrations and Spirit Sticks.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease in student referrals            -Decrease in Required Student Risk Assessments            -Increase in student self-ratings on Panorama Social-Emotional Health Survey Assessments from beginning of year to end of year</p> <p><b>Staff Responsible for Monitoring:</b> -Principal            -Counselor            -Classroom Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 4:</b> Providence Elementary will routinely recognize the efforts of teachers and staff for positive character traits, display of campus core values, perfect attendance and demonstrating GRIT. Staff forms of recognition will included but not be limited to the following: Daily Patriot Morning Announcements, Patriot Staff Member of the Week, Positive Patriot Difference Maker Awards and MVP Scratch Off Awards.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase in staff attendance rates            -Increase in staff perceptions of campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 5:</b> Providence Elementary will partner with parents, business partners and community representatives to monitor the Campus Improvement Plan as well as Title I resources as a means of increasing parent and community partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> -Students identified as at-risk will show consistent, expected academic and social-emotional growth            -Decrease in Required Student Risk Assessments            -Increase in student self-ratings on Panorama Social-Emotional Health Survey Assessments from beginning of year to end of year</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>																	

# State Compensatory

## Personnel for Providence Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Giselle Moura	Instructional Specialist	comp ed	100%



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Lindsey Faucett	Interventionist/Instructional Coach	Title I	.5

## Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jairia Diggs	Principal
Administrator	Christina Weiper	Assistant Principal
Classroom Teacher	Andrea Bell	Kindergarten
Classroom Teacher	Bari Hulen	Pre-Kindergarten
Classroom Teacher	Kacie Pasieka	1st Grade
Classroom Teacher	Desiree McClung	2nd Grade
Classroom Teacher	Ronisa Lee	3rd Grade
Classroom Teacher	Janie Peters	4th Grade
Classroom Teacher	Maggie Lemmons	5th Grade
Classroom Teacher	Lindsey Faucett	Instructional Coach/Interventionist
Classroom Teacher	Giselle Moura	Interventionist
Non-classroom Professional	Stephanie Thompson	Instructional Coach
Classroom Teacher	Ami Ware	Library Media Specialist
Paraprofessional	Megan Jackson	Paraprofessional
District-level Professional	Beth Avery	District Social Studies Coordinator
Parent	Trista Rawlins	Parent
Community Representative	Brian Roberson	Providence Village City Manager
Community Representative	Charles Kreidler	Aubrey Chief of Police
Business Representative	Linda Janssen	Lifetouch Business Community Partner
Classroom Teacher	Randi Walker	Reading Recovery/Interventionist
Classroom Teacher	Brenda Cardenas	Pre-Kindergarten
Parent	Cynthia Etim	Parent

# Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Provide Substitutes for Professional Learning Communities		\$2,500.00
1	1	2	Campus Instructional Coach/Interventionist Full-Time Staff Member		\$70,000.00
1	2	2	Addition of a Part-Time Title I Tutor		\$18,000.00
<b>Sub-Total</b>					\$90,500.00
<b>Grand Total</b>					\$90,500.00

# Addendums

**Denton Independent School District**  
**Rodriguez Middle School**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

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

## Vision

**The RMS vision is that we want RMS to be a place where teachers and students want to be every day to learn and grow.**

## Core Beliefs

**Innovation | Leadership | Collaboration | Responsibility | Integrity**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rodriguez Middle School continues to be a growth campus within the Braswell zone. From our opening in 2017 to the start of 2020 we have grown by 350 students and 14 staff members. Our students moving into RMS come to us from a variety of locations from both within Texas and out of state. Because of our overall attendance pattern, RMS serves a majority of Cross Oaks and Providence Elementary but then also pulls students from the other four elementary campuses in the Braswell feeder zone.

Our campus is a minority majority school. Throughout our time open, the demographics for the campus have stayed consistent.

The overall campus demographics are:

Group	Size
African American	31.9%
Hispanic	21.7%
White	40.0%
Other (Asian, American Indian, 2+ Races)	6.4%
504	14.7%
Special Education	12.4%
LEP	5.2%
Gifted/Talented	10.7%
Econ. Status	42.5%

The staff demographics are:

Group	Size
African American	21.1%
Hispanic	7.3%
White	69.5%
Other (Asian, American Indian, 2+ Races)	2.1%

Our students' attendance rate is consistently within the 96% to 97%. 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**

RMS continues to welcome students and families into the campus. We provide a large variety of ways for our families to connect with RMS. We have worked to continue to diversify the staff so our faculty represents the student population of RMS. Our strength as a campus is creating and fostering an environment where staff and students want to be daily either virtually or in person.

# Student Learning

## Student Learning Summary

Historically we have focused on our student growing one year in their learning. During COVID shut down in the spring our students connected but were not always engaged in the activities presented to help them maintain their academic skills. As we have returned to campus, we will be using MAP data to address our students learning gaps from previous years.

	<b>Below Avg.</b>	<b>Avg.</b>	<b>Above Avg</b>
6th Math	43%	30%	26%
6th Reading	27%	25%	49%
7th Math	39%	25%	37%
7th Reading	23%	24%	53%
8th Math	44%	31%	25%
8th Reading	30%	24%	46%

50% of our students take an Honors/EXPO class including Algebra/Geometry in middle school. Approximately the same number of students take Career and Technology classes and Spanish which can count for high school credit.

## Student Learning Strengths

A majority of our students are showing the growth needed throughout the school year. Weekly the staff utilize their PLC time to look at the data from a variety of assessments both formative and summative to help drive their planning and teaching. We continue to help students see the connection between the daily assignments and larger assessments both local and state. Also during PLC time the teachers plan for targeted intervention and extension for students.

Our counseling team works closely to help students with planning for the middle school to high school transition. All of our students are actively engaged throughout the year in Naviance. Our campus encourages students to develop all areas of opportunities provided to them including college and career planning. The counseling team and teachers encourage students to be in advanced coursework throughout middle school.

To further encourage our students and to close the opportunity gap, we have become an AVID campus. This program in its first year is working with students to help them develop positive study skills, note taking skills and increase the students ownership in their tutoring session. These students are encouraged to learn and work collaboratively with each other. We have also implemented Cornell Notes as the common note taking guide for 8th grade.

# School Processes & Programs

## School Processes & Programs Summary

We have created a very specific website for our families regarding procedures and protocols for our families. It can be found [here](#) and we update it as more information becomes available. or changes. Weekly information is shared with our families about important events on campus and provided by the district. We have a very active and largely followed Facebook page which our parents positively comment on throughout the year.

For our faculty we create Viper U (Canvas course) which helps our faculty have all the information needed in one location for veteran teachers (new to campus and returning) and new teachers. We provide support to our staff through our Digital Learning Specialist (DLS) and Instructional Coach (IC). The master schedule is created to provide the needed time within the day for our staff to meet and support our students through both PLC and Team time.

For our students we have several programs to help support their Social/Emotional Development through our counseling department in conjunction with our CIS program.

ROX (Ruling our Experiences) program for the past 3 years and Boys 2 Men starting this school year which are gender based leadership classes.

FANGS (Fighting Against Negativity by Giving Support) is a student led group to help generate ideas and programs for student based activities on campus.

No Place for Hate is a program from the Anti Defamation League which works to develop a positive school climate with anti bullying resources, student created lessons, combat bias and bullying in the school and community. We have earned this award for 2017 -18, 2019-20 and are on track for this year as well.

## School Processes & Programs Strengths

Our staff is committed to and very actively engaged in the PLC process. We, administration and the academic leadership team, meet periodically to discuss the needs of our students and to create specific timely plans to address those needs.

We expanded our Building Emergency Response Team to include more faculty to widen the view of safety protocols on campus. Our teachers are very comfortable with the safety protocols established for the campus. They work closely with the administrative team to discuss concerns and findings after drills, events and other school activities. They monitor our students and provide positive support to keep everyone safe on campus.

Our counseling team works yearly to support our students not only academically but also through social emotional learning. They provide a variety of programs and activities which encourage our students to take responsibility for themselves and their behaviors to create a more tolerant learning environment.

# Perceptions

## Perceptions Summary

Our student groups are fairly similar with regards to campus based discipline and attendance. One area we did find needing to be addressed is how our students treat and interact with one another. Only 53% of our students were seen as positively supporting their peers.

Staff engagement from fall of 2019 showed that for a third year in a row 88% our staff was considered actively engaged with RMS.

We also did a survey of our staff to better see how they feel with regards to the 2020-2021 school year and the challenges we are facing.

Responses Frequently /Almost Always	Size
Engaged	87%
Safe	80%
Positive Working Environment	79%
Respected	95%
Supported	92%
Feel trusted in their classrooms	88%
School leadership care about them	90%
School leadership effectively communicates	89%
School leadership is trusted	88%

While we have not done a formal parent survey in 2020, our community feedback has been positive overall. Our PTSA is very active in supporting our staff and students

<https://bit.ly/3j6wcio> is data from our fall survey with our students.

## Perceptions Strengths

We have a very active social media presence through Facebook and Twitter. Our families positively engage with comments and sharing photos. Throughout the COVID shut down we posted challenges to keep our families engaged with RMS and each other.

We have been very deliberate in sharing information with our families so they know what is happening on campus in all areas. We weekly send out an update with what has happened on campus, what parents need to know, and future events.

Our staff have created a family environment in which they trust the administrative team to support them so they can support our students. Overall the staff is working diligently to support our students and feel the campus supports them. While this is challenging they do feel an overall sense of hope about the school year.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Student Data: Assessments

- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Support Systems and Other Data

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Teaching & Learning



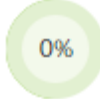


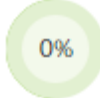
In pursuit of excellence, we will:













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

**Performance Objective 1:** Utilizing MAP data from beginning, middle and end of year, we will grow our students by one academic year in both Math and ELAR.

**Evaluation Data Sources:** MAP EOY to BOY

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Math and ELAR teachers will utilize MAP data to create targeted, specific tutorials for both after school and on Saturday for students. Tutorials can be both virtual and face to face.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR/Math Teachers Instructional Coach, DLS Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutoring - State Compensatory Education (SCE) - \$6,672</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Provide teacher with Ipads and Swivl to be able to record tutorial sessions and mini lessons for students both on campus and virtual.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR/Math Teacher Admin Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Ipads &amp; Swivl - At-Risk (SCE) - \$17,303</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				

<p><b>Strategy 3:</b> Provide high interest reading material to students via the library and classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students reading independence and reading lexile levels</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teacher Science Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Book &amp; Scholastic Scope - At-Risk (SCE) - \$10,400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 4:</b> Provide necessary professional development and common planning time for core content teachers (horizontal and vertical planning and PLCs) so that they are able to ensure that all students groups are achieving</p> <p><b>Strategy's Expected Result/Impact:</b> Data from common assessments, benchmarks, MAP, and STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Dept chairs, Teacher, Admin Instructional Coach, DLS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - At-Risk (SCE) - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 5:</b> Utilize CIS and AVID tutoring scheduled both during the day and after school for students struggling in core content classes</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased failure rates. Gaps in students background knowledge addressed</p> <p><b>Staff Responsible for Monitoring:</b> CIS Liaison and AVID Teacher Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - At-Risk (SCE) - \$15,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 6:</b> Teachers will utilize a variety of online learning programs including IXL, Nearpod, Flocabulary to enhance and support student learning</p> <p><b>Strategy's Expected Result/Impact:</b> Students mastering mastering material and learning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, DLS and Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$6,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 7:</b> Social studies classes will utilize the DBQ lesson structure two times per semester to increase reading and comprehension skills in students.</p> <p><b>Strategy's Expected Result/Impact:</b> To help students be able to utilize comprehension skills across content areas</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies teachers &amp; admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

**Strategy 8:** Social Studies classes will utilize the DBQ structure to write one evidence based essay per semester to support the writing component in ELAR


**Strategy's Expected Result/Impact:** Students demonstrate on level writing on state assessments.


**Staff Responsible for Monitoring:** Social Studies teachers and admin

**TEA Priorities:** Build a foundation of reading and math

Reviews			
Formative			Summative
Dec	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 2:** . Culture & Climate

In pursuit of excellence, we will:













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

**Performance Objective 1:** Provide a safe learning environment which support the Social Emotional Learning of all students and staff.


**Evaluation Data Sources:** Student and Staff survey


**Summative Evaluation:** None

<p><b>Strategy 1:</b> Anti Bullying and Social Emotional Program tailored to middle school students. Second Step Middle School</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student safety on campus and knowledge of how to deal with bullying on and off campus</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Admin</p> <p><b>Funding Sources:</b> - At-Risk (SCE) - \$800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Daily announcements which are themed for each day of the week: Make it Essential Monday ; Talk about it Tuesday; Around the World Wednesday; Think of Others Thursday and Fun Friday Challenge</p> <p><b>Strategy's Expected Result/Impact:</b> To increase student's skills and knowledge surrounding other cultures, personal skills and social interaction skills.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> No Place for Hate Campaign - Sign Pledge through Canvas, Develop a Fangs Committee, Initiative 3 student creative initiatives teaching diversity and tolerance and supporting No Place For Hate/ADL</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students knowledge about tolerance and accepting of others. Decrease bullying and inappropriate behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Teachers/Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 4:</b> Teach the Essential Eight Skills (Social Awareness, Self Management, Self Awareness, Personal Responsibility , Decision Making, Optimistic Thinking, Relationship Skills, Goal Directed Behavior) through lessons during the year</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the students knowledge of the Essential Eight Skills and how to incorporate them into their daily lives</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
<p><b>Strategy 5:</b> Specific counselor Groups for Character Development for 7th and 8th grade girls and boys leadership</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive student relationships and teach skills needed to communicate and collaborate with others.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
<p><b>Strategy 6:</b> Provide social emotional lessons/information to parents, students and staff through weekly/monthly communication through a variety of platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Better relationships and clear transparent communication between all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Admin/Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
<p><b>Strategy 7:</b> Survey students twice a year to gather specific data to drive programming for the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Programming that is timely and relevant to the students.</p> <p><b>Staff Responsible for Monitoring:</b> counselor/admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
				
<p><b>Strategy 8:</b> Provide support to teachers throughout the year with targeted topics from the DLS and Instructional Coach for academics and SEL support through Counselors</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers feel supported and can positively impact students in the classroom based on surveys</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, DLS and Instructional Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 9:</b> Promote cultural diversity through a variety of activities throughout the year. (Theme months, diversity night)</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a positive learning environment for students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Personnel for Rodriguez Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Modrall	Reading Interventionist		Full Time

## Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Ipads & Swivl		\$17,303.00
1	1	3	Book & Scholastic Scope		\$10,400.00
1	1	4			\$5,000.00
1	1	5			\$15,000.00
2	1	1			\$800.00
<b>Sub-Total</b>					<b>\$48,503.00</b>
State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$6,672.00
1	1	6			\$6,000.00
2	1	5			\$1,500.00
<b>Sub-Total</b>					<b>\$14,172.00</b>
<b>Grand Total</b>					<b>\$62,675.00</b>

# Addendums

**Denton Independent School District**  
**Savannah Elementary**  
**2020-2021 Campus Improvement Plan**

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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Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	11
Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	12
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# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math and 95% of of students will show a minimum of one year's growth in reading by May 28, 2021





**Evaluation Data Sources:** BOY reading and math assessments  
EOY reading and math assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will use formative and summative data to form small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 2:</b> All grade levels will identify essential standards for reading and math and ensure they are vertically aligned. Unit plans including a cognitive ladder for each identified essential standard will be created.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Reading, Writing and Math blocks will utilize the workshop model daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Teachers will administer pre and post assessments for each essential standard unit. These assessments will be used to guide instruction and identify students in need of tier 2 interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> A master schedule will be created that provides time for protected Tier I, Tier II and Tier III instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Intervention Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 6:</b> Students will be able to identify their learning targets and monitor their progress based on strong &amp; weak work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> Teachers will update Students of Concern spreadsheet prior to PLC meeting based on Universal, Supplemental, and Individualized concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 8:</b> Target Time, the Savannah Intervention time, will take place 30 minutes twice per day (reading and math) in each grade level per day, minimum 4 days per week.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionist Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 9:</b> Savannah will operate a true PLC and honor the three big ideas, four pillars and four critical questions needed to be an effective PLC. Teachers will be given time twice a month within the contract day to have data talks to discuss all students by name and need, analyze CFA data and discuss effective instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
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<p><b>Strategy 10:</b> A full time math interventionist and a full time reading coach will be used for intervention/coaching K-5th grade classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Admistration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:





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

**Performance Objective 2:** Savannah Elementary will create and utilize intervention systems schoolwide so that 95% of at-risk students will show a minimum of one and a half year's growth in reading and math by May 28, 2021.

**Evaluation Data Sources:** BOY reading and math assessments  
EOY reading and math assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The Co Teach model will be utilized on campus. Special education teachers will work more closely with general education to increase the exposure of special education students' to general education curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Special Education Team Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Each grade level will identify a CFA timeline for every essential standard. All CFA data will be entered into Aware K-5th grade. 0-60% - Tier 1 60%-90% - Tier 2 Above 90%- those 10% will be supported back at Tier 1 within classroom small groups</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> The Student Intervention Team will continue to provide support and training to teachers identifying appropriate MTSS strategies. Teachers will utilize the DMTSS protocols and resources created by the district DMTSS committee.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Intervention Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Students will be able to identify their learning targets and monitor their progress based on strong &amp; weak work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> At risk students will receive uninterrupted Tier I, Tier II and Tier III instruction daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Intervention team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> A PLC for special education &amp; inclusion teachers will meet once a month to discuss name &amp; need based on student data.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Special Education Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** . Culture & Climate





In pursuit of excellence, we will:

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

**Performance Objective 1:** Savannah Elementary will engage in transparent communication and community engagement activities that produces a 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.

<p><b>Strategy 1:</b> Savannah will administer a parent engagement survey at the beginning and end of the school year to identify needs.  <b>Strategy's Expected Result/Impact:</b> 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.  <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Savannah will establish and maintain a social media presence that will be used to keep the community informed of current events and highlight the achievements of students and staff members.  <b>Strategy's Expected Result/Impact:</b> 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.  <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> The Savannah Shout Out, an electronic newsletter, will be produced weekly.  <b>Strategy's Expected Result/Impact:</b> 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.  <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> A Google site, The Parent Toolbox, will be created to keep parents informed. Links to grade level newsletters and other important information will be sent to each home each Tuesday of the school year.  <b>Strategy's Expected Result/Impact:</b> 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.  <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>



<p><b>Strategy 5:</b> Mr. Mac will host Mugs with Mac monthly to discuss hot topics and engage parents in a dialog related to the school environment.</p> <p><b>Strategy's Expected Result/Impact:</b> 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

### **Goal 3: Growth & Management**

In pursuit of excellence, we will:

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

**Goal 4: Opportunities for Students**

In pursuit of excellence, we will:

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

# Addendums

**Denton Independent School District**  
**Sparks Campus**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

# Vision

## School Vision

The Sparks Faculty and Staff are committed to keeping detained in the Denton County Juvenile Detention Center current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

# Value Statement

## School Values

The Joe Dale Sparks Campus prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

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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

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

#### PIEMS

#### Court Detention Records

#### eSchools data

#### Special Education

- 1. The number of students that come from SAC classes has dramatically increased this year. If we have more than two of these children at a time, the needs of other students cannot be met with only two special ed teachers.**
- 2. Currently the Art Department serves all of Courage to Change students and Detention students when they enter our campus enrolled in Art. With an increase of hours, all students could receive Art as an elective.**
- 3. Students on Sparks Campus are usually behind by at least one school year. This causes deficiencies in their education. These deficiencies need to be addressed through opportunities such as Odyssey Ware, summer school, and after hours tutoring. Offering these opportunities also increases the chances of more students being able to graduate.**
- 4. These programs need to be available for all students on Sparks Campus. Currently, only Courage to Change students have the opportunity to use OdysseyWare on a regular basis, attend Summer School, or have after hour tutoring. These opportunities need to be made available to all students regardless of what program in which they are housed.**

**Obviously none of these needs can be met without an increase in our funding.**

### Demographics Strengths

#### Strengths

1. Bilingual personnel



2. Multi-certified teachers
3. Multiple electives offered
4. Credit recovery
5. Free Summer School for students in the long-term placement program
6. Parent involvement through participation in ARD/IEP meetings for special education students and Open House
7. Communication through mailing report cards, updated IEPs, parent/guardian copies of ARD paperwork
8. Bilingual court liaison as part of our Sparks staff and bilingual aide for students in detention and our long-term placement or post-adjudication program
9. Open House one a year for CTC parents and students.
10. Input into master scheduling
11. Resources for instruction
12. Multi-level content area proficiency
13. Low staff turnover
14. High level of autonomy for teachers
15. Regular dissemination of researched-based teaching strategies
16. Low student to teacher ratio
18. Peer support, dedicated teachers, freedom to teach creatively
19. Motivation to create change
20. Insight and knowledge on unique campus needs

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to decrease the number of students coming from self contained classes as the numbers have drastically increased. Meeting the needs of these students with just two special education teachers has been quite challenging due to the amount of time each student needs one on one interaction.

**Problem Statement 2:** Students on Sparks campus are usually behind one or more grade levels upon entering our facility each year. These deficiencies need to be addressed through opportunities such as credit recovery software, extra instructional time, and tutoring. Currently credit recovery opportunities are only available to students in the post-adjudication program.

**Problem Statement 3:** Many students enter the juvenile detention facility especially at the high school level who are several years behind in the number of credits they have earned for graduation. In many cases there are some students who will not be able to graduate in accordance to their developed graduation plans.

**Problem Statement 4:** There is a need for the development of better transition for students who are released from juvenile detention. It has been reported that students returning to their home campuses have had much difficulty transitioning back into their home school environment. Many students have expressed dissatisfaction in returning to their home campuses and in many cases eventually return to the juvenile detention center two or more times within a school year.

# Student Learning

## Student Learning Summary

TEA Accountability Summary

Sparks 17/18 WRAT data

Classroom Assessments

Report Cards

STAAR Results

Training and collaboration on instilling intrinsic motivation in our students

In-service for integrating reading and math in all subjects.

Study skills curriculum/workshop/program for students to take with them as they transition to other educational settings.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students often do not take ownership of their own learning and self-accountability for grades and test scores within the educational setting.

**Problem Statement 2:** There is a need for additional training on instilling intrinsic motivation in our students.

**Problem Statement 3:** In-service that is more applicable to the learning environment of the juvenile detention center is needed for integrating reading and math best practices in all subject areas taught.

# **School Processes & Programs**

## **School Processes & Programs Summary**

**Eduphoria**

**Learning Walks**

**Assessment Planning**

**Lesson Plans**

**Technology**

**End of Course Results**

**Denton ISD Curriculum Documents**

**Campus Culture and Climate Survey**

**Standards -Based Curriculum Resources and Materials**

**Scope and Sequence; Pacing Guides**

**Foundation Course Materials**

**Technology**

**Instructional Design/Delivery; High Yield Strategies**

**Lesson Study/Delivery Processes**

**Student-Specific/Differentiated Strategies and Processes**

**Common Assessments/Reassessments**

**Class, School, and Special Program Schedules**

Title 1 or district funds for professional development, instructional aides, and tutoring

### **School Processes & Programs Strengths**

- \* Input into master scheduling
- \* Resources for instruction
- \* Multi-level content area proficiency
- \* Low staff turnover
- \* High level of autonomy for teachers
- \* Regular dissemination of researched-based teaching strategies
- \* Low student to teacher ratio

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a great need for staff development targeted for our specific campus needs.

**Problem Statement 2:** There is a need for a school counselor who can help students in the facility to choose endorsements and to develop college and career readiness.

**Problem Statement 3:** There is a need for a better framework for county-school communication.

# Perceptions

## Perceptions Summary

Campus Culture and Climate Survey

CLT Community Member Feedback

Surveys

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

## Perceptions Strengths

Peer Support, Dedicated teachers, Small classes, Freedom to teach creatively

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Improve morale and cohesiveness of campus-team building local more local funds are needed. The sparks campus does not receive any local funds related to student ADA.

**Problem Statement 2:** Partnerships with local businesses and community mentors are needed to facilitate needed resources and to establish positive role models for students.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-Risk population, including performance, discipline, attendance, and mobility

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

## Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- TTESS data
- T-P ESS data

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



# Goals

Revised/Approved: November 17, 2020

**Goal 1:** Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system.

**Performance Objective 1:** 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier 1 level of the DMTS Universal Monitoring System.

**Evaluation Data Sources:** Teacher lesson plans, curriculum, TTESS documents, CTC students transition records, NCLB Report, etc


**Summative Evaluation:** None


<p><b>Strategy 1:</b> We will acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet, (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction across content areas and student progress on progress reports and report cards</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum coordinators, Teachers, Administrator, Secretary</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$1,275, - Title I, Part D Subpart 2 - \$31,632.50</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p><b>Strategy 2:</b> Provide instructional and clerical support personnel for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional support across all content areas and student progress on IRPs and report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Secretary, Attendance Clerk, Principal, Teachers, At-risk teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> 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><b>Funding Sources:</b> supplemental substitutes - Title I, Part D Subpart 2 - \$2,790.25</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> School personnel in relevant staff development and training</p> <p><b>Strategy's Expected Result/Impact:</b> Current and relevant training, enhanced classroom instruction, improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, District curriculum staff, SPED supervisor, Director DCJDC, Region XI, Title I, Part D director</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> 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><b>Funding Sources:</b> T-TESS training - State Compensatory Education (SCE) - \$150, Travel - teachers &amp; administrator - Title I, Part D Subpart 2 - \$4,080.50, Substitutes - Title I, Part D Subpart 2 - \$1,790.25, Conference fees - teachers &amp; administrator - Title I, Part D Subpart 2 - \$4,080.50, Substitutes - State Compensatory Education (SCE) - \$600</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Maintain accurate student attendance records and transition records</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate attendance records</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Attendance clerk, Registrar, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Provide opportunities for students to improve their reading and writing in all content areas, resulting in higher achievement scores on state assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Improved test scores and assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, SpED teachers, At-risk teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> Identify ELL and bilingual students and provide proper instruction and materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated and accurate records and appropriate scheduling of classes and improved student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> At-risk teacher, bilingual aide, Teachers, Principal, Registrar</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 7:</b> Provide remediation for students who have not met satisfactory standards on state and local assessments. Provide additional credit opportunities during school to keep student on track for graduation in accordance to their graduation plans. Obtain funding from the school district to purchase Edugenuity licenses to be used during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on state assessments, classroom formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> At-risk teacher, Teachers, Principal, SPED teachers, SPED aide, Bilingual aide</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional support resources and extra duty pay - State Compensatory Education (SCE) - \$4,185</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 8:</b> Communicate effectively with Denton County Juvenile Detention Staff, counselors, case managers, supervisors to emphasize academic performance, good attendance, and coordinate transition within the facility and to the community, counselors, caseworkers and probation officers to emphasize the importance and coordinate transition within the facility and JJAEP. Upon completion of the POST Placement Program students transition to After Care for forty-five days before returning on to their home school campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of individuals successful transition</p> <p><b>Staff Responsible for Monitoring:</b> Principal, registrar, DCJDC staff, CIS staff, Caseworkers, and after care staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 9:</b> Maintain certification for Sparks teachers to reflect 4th through 12th-grade certification in content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> SBEC documentation of valid certification and CPE credits, certificates</p> <p><b>Staff Responsible for Monitoring:</b> Princip[al], Teachers, Human Resources staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 10:</b> Encourage student achievement through the use of concrete and positive reinforcement strategies including verbal praise, stickers, certificates, honor roll award ceremony for CTC students.</p> <p><b>Strategy's Expected Result/Impact:</b> Records received from sending school in timely fashion, SPED records are current and accurate as determined by ARD/IEP meetings, 504 records are current and accurate as determined by 504 Committee meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, SPED Teachers, At-risk teacher, Registrar, Diagnostician, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 11:</b> Accurately and promptly identify students who are in special programs (SPED, LEP, 504, etc) and continue services appropriate on this campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement, administrative efficiency, and effective student record care and maintenance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Registrar, Secretary, Diagnostician, SPED teachers,</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> 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>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2: Culture & Climate**

In pursuit of excellence, we will:





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

**Performance Objective 1:** Students enrolled in the Detention Pre-Adjudication Program for ten or more days will attend class 90% of the time. Detention teachers will meet monthly to share ideas, review student academic and attendance, and discipline concerns. Also teachers will learn about the unique struggles facing detention students (PLC topics to include serious mental health issues, poverty, cultural awareness, etc).

**Evaluation Data Sources:** Detention Teachers, meeting agenda, sign-in sheets, and meeting minutes.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will notify the school attendance clerk of all student absences and reasons for those absences.  <b>Strategy's Expected Result/Impact:</b> Reduction in the number of students absences from class.  <b>Staff Responsible for Monitoring:</b> Detention teachers, attendance clerk, principal, Registrar  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Utilize At-risk Teacher to support struggling students in all core content classes.  <b>Strategy's Expected Result/Impact:</b> Report Cards, WRAT Scores, STAAR/EOC Results, Teacher Formative and Summative Assessments  <b>Staff Responsible for Monitoring:</b> At-risk Teacher  <b>Title I Schoolwide Elements:</b> 3.2  <b>Funding Sources:</b> - Title I, Part D Subpart 2 - \$95,442</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Annually purchase supplementary library books and provide library services by teachers to keep inventory up to date and ensure a diverse selection of reading materials for all students  <b>Strategy's Expected Result/Impact:</b> Library report on checked out books, Purchase order receipts  <b>Staff Responsible for Monitoring:</b> A teacher assigned to library services, school secretary  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college  <b>Funding Sources:</b> Extra duty pay for librarians - Title I, Part D Subpart 2 - \$10,000, Supplies and books - Title I, Part D Subpart 2 - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<b>Strategy 4:</b> Provide additional clerical support to facilitate records of students when needed. <b>Strategy's Expected Result/Impact:</b> Records and Cumulative folders will be current and accurate. <b>Staff Responsible for Monitoring:</b> Registrar, Secretary, Principal, <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>Funding Sources:</b> supplemental substitute - Title I, Part D Subpart 2 - \$7,000, Attendance clerk salary and office extra duty - Title I, Part D Subpart 2 - \$52,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 5:</b> Purchase updated technology resources for classroom teachers for instructional support. <b>Strategy's Expected Result/Impact:</b> Progress reports, report cards, technology usage login records, etc <b>Staff Responsible for Monitoring:</b> Secretary, Principal <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 6:</b> Provide Summer School for all detained students especially students in the long-term placement program. <b>Strategy's Expected Result/Impact:</b> Registration records, attendance reports, report cards, etc <b>Staff Responsible for Monitoring:</b> Secretary, Principal, Summer School teachers, At-risk teacher <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>Funding Sources:</b> - Title I, Part D Subpart 2 - \$6,035	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Sparks Campus

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Poston	Detention English Teacher	Joe Dale Sparks	100
Anthony Sims	Principal	Joe Dale Sparks	100
Barbara Lightfoot	CTC/POST Science Teacher	Joe Dale Sparks	100
Brooke Lana	Detention Science Teacher	Joe Dale Sparks	100
Christopher Rodgers	Special Education Aide	Joe Dale Sparks	100
David Heilein	CTC/POST Math Teacher	Joe Dale Sparks	100
Elizabeth Cook	Art Teacher CTC/DEtention	Joe Dale Sparks	100
Janet Spector	Inclusion Teacher	Joe Dale Sparks	100
Jenneal Vincent	Secretary/Registrar	Joe Dale Sparks	100
Magda Vazquez Martinez	Bilingual Aide	Joe Dale Sparks	100
Mandy Mathews	Inclusion Teachers	Joe Dale Sparks	100
Michael Paine	CTC/POST Social Studies Teacher	Joe Dale Sparks	100
Michael Smith	CTC/POST CTE Teacher	Joe Dale Sparks	100
Rebecca Brigham	CTC/POST English Teacher	Joe Dale Sparks	100
Ryan Wilcox	Detention CTE Teacher	Joe Dale Sparks	100
Stephen Stone	Detention Math Teacher	Joe Dale Sparks	100
Steve Erdman	CTC/Detention PE Teacher	Joe Dale Sparks	100
Thomas Huggins	Detention Social Studies Teacher	Joe Dale Sparks	100

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Hernandez	Attendance Clerk & Registrar	Office Staff	100
Pamela Tutt	At- Risk Teacher & Testing Coordinator	At- Risk Services	100



## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Anthony Sims	Principal
Classroom Teacher	Rebecca Brigham	Courage to Change English Teacher
Classroom Teacher	Brooke Lana	Detention Science Teacher
Classroom Teacher	Thomas Huggins	Detention Social Studies Teacher
Classroom Teacher	Stephen Stone	Detention Math Teacher
Classroom Teacher	Pamela Tutt	At-Risk Teacher
Classroom Teacher	Janet Spector	Courage to Change Inclusion Teacher
Non-classroom Professional	Jeneal Vincent	School Secretary
Community Representative	Dr. George Morrison	Retired Professor
District-level Professional	Cynthia Bershell	Special Education Supervisor
Business Representative	Meredith Smith	Insurance Salesperson
Community Representative	Mindi Malcom	Courage to Change Program Director
Community Representative	Tracy Oliphant	Director of Juvenile Detention Programs
Business Representative	Lori Kloepper	Director of Denton County Foster Grand-parents Program

# Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,275.00
1	1	3	T-TESS training		\$150.00
1	1	3	Substitutes		\$600.00
1	1	7	Instructional support resources and extra duty pay		\$4,185.00
<b>Sub-Total</b>					<b>\$6,210.00</b>
Title I, Part D Subpart 2					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$31,632.50
1	1	2	supplemental substitutes		\$2,790.25
1	1	3	Travel - teachers & administrator		\$4,080.50
1	1	3	Substitutes		\$1,790.25
1	1	3	Conference fees - teachers & administrator		\$4,080.50
2	1	2			\$95,442.00
2	1	3	Extra duty pay for librarians		\$10,000.00
2	1	3	Supplies and books		\$5,000.00
2	1	4	supplemental substitute		\$7,000.00
2	1	4	Attendance clerk salary and office extra duty		\$52,000.00
2	1	6			\$6,035.00
<b>Sub-Total</b>					<b>\$219,851.00</b>
<b>Grand Total</b>					<b>\$226,061.00</b>

# Addendums

**Denton Independent School District**  
**Union Park Elementary**  
**2020-2021 Campus Improvement Plan**



**Board Approval Date:** November 17, 2020  
**Public Presentation Date:** November 17, 2020

# Mission Statement

It is the mission of Union Park Elementary School to inspire a passion for learning and risk-taking among our students and staff.

## Vision

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

- challenges students to their full potential by enriching and extending learning
- creates a safe learning environment
- motivates and challenges students to develop a joy of learning through curiosity, taking risks and making mistakes
- reflects and collaborates with other professionals
- provide timely, diagnostic, and directive support for students
- Willingness to grow as a staff in knowledge and hold oneself accountable
- engage and contribute as part of a learning environment

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

Union Park Elementary opened its doors in the fall of 2019. Our beginning of the year enrollment in 2019 enrollment was 430 students and by the end of the year enrollment had increased to 530. We are currently at 726 students. As we enroll new students, a small number withdraw to move to another state or district, making our population somewhat transient. 31% of our population have applied for free or reduced meals. The breakdown of our demographics is below:

Hispanic/Latino -181

American Indian or Alaska Native - 3

Asian - 26

Black or African American - 258

Native Hawaiian / Other Pacific Island - 3

White - 224

Multiple Races - 31

The programs we have on our campus are Positive Academic Behavioral Support (PABS), Early Childhood Special Education (ECSE), Pre-K Program, Functional Life Skills (FLS) and ESL (English as a Second Language) as well as children receiving General Special Education services in the general education classes and Speech only children. Our total enrollment of special education students (including speech only) is 86.

### Demographics Strengths

type here

# Student Learning

## Student Learning Summary

We are using Quarterly Screeners and formative assessments to monitor the learning progress of our students. Our students will receive additional support in Tier I, II or III, based on their need. Teachers will meet regularly to discuss small group progress, monitor the data, adjust groups and plan for intentional lessons to move learning forward.

Data will be used to monitor progress on a school-wide platform. The database will be discussed as students are discussed. The DMTSS process will be our system to ensure all children that are at-risk have a learning plan in place.

Interventionists will provide Tiered Support during our school-wide Intervention Time. Support Staff and Admin will meet regularly to discuss trends and the PD Plan to support teacher learning.



# School Processes & Programs

## School Processes & Programs Summary

We are providing equitable learning opportunities to our students by providing PLC time for teachers to plan challenging lessons. Using the Workshop Model allows for differentiation. Our schedule includes a time to provide intervention or enrichment support for students.

Our new teachers are supported by meeting regularly to answer questions. Support and Admin team collaborate with other teachers to serve as model teachers where new teachers can observe teaching practices.

# Perceptions

## Perceptions Summary

We have a very involved PTA. Monthly PTA board meetings are held with the principal included.

Every classroom has a Calm Down Corner in which students have a place to decompress and manage their behaviors before it could escalate and become an office referral. Teachers have provided self regulation tools and reflection sheets in the Calm Down Corner.

At Union Park, we have a first year support group. We have anticipatory meetings to discuss upcoming activities and answer questions.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- 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
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** K-2 students will perform at 70% on grade level on the ELI and 3rd - 5th reading benchmark assessments and screeners by May.





<b>Strategy 1:</b> Teachers will provide Tier I & II support in small groups to students in need of additional intervention.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> Support staff will provide Tier II & Tier III support in small groups to students in need of additional intervention.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 2:** K - 2 students will perform at 70% on grade level on the Primary Numeracy Assessment 3rd - 5th grade students on math benchmark assessments and screeners by May.





<b>Strategy 1:</b> Teachers will provide Tier I & Tier II support in small groups to students in need of additional intervention.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> Support staff will provide Tier II & Tier III support in small groups to students in need of additional intervention.	<b>Reviews</b>			
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**Performance Objective 3:** An Administrative Assistant will provide behavioral support and strategies to teachers as they support our students in Tier I.

<b>Strategy 1:</b> Attend DMTSS meetings to contribute and share strategies to teachers.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Natonia LaFreniere	Administrative Associate		

# Addendums