

# **Denton Independent School District**

## **Braswell High School**

### **2020-2021 Goals/Performance Objectives/Strategies**



# 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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# 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
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- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 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>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## 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>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### 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.

<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	<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> 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	<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> 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	<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> 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	<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>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



# **Denton Independent School District**

## **Bell Elementary**

### **2020-2021 Goals/Performance Objectives/Strategies**

**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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## Goals

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Goal 1: Teaching & Learning In pursuit of excellence, we will: \* Develop and maintain a culture where learning remains our first priority \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship \* Cultivate a network of professional learning communities addressing the educational needs of every child in our district \* Incorporate best practices into teaching, learning, technology and leadership \* Foster and support an advanced digital learning environment \* Establish goals for individual campuses that incorporate both measurable and intangible factors

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# Goals

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

In pursuit of excellence, we will:



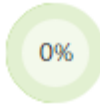
- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
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**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

<p><b>Strategy 1:</b> 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.</p> <p>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.</p> <p>-Common progress monitoring document utilized.</p> <p>-Tier 3 interventions with the interventionists will be determined based on the data collected.</p> <p>-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.</p> <p>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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, growth of students</p> <p>2020-2021 STAAR scores as compared to 2018-2019 STAAR scores, ELI scores, and KR scores.</p> <p>Increase number of students reading on grade level by Grade 3</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers; Instructional interventionists/Coaches; Admin</p>	<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> 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  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Classroom teachers; Instructional Interventionists/Coaches; Admin	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

<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).  <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.  <b>Staff Responsible for Monitoring:</b> K-5 ELAR Teachers, instructional coaches, admin  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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.  <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.  <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Funding Sources:</b> Instructional Coaches (1/2 time) Sarah Roberts, Tonnie Brown - Title I, Part A - \$71,876	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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








In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
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**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)



Strategy 1: Year 4 implementation of Bell's Positive Behavior Support/Character Building system:	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# **Denton Independent School District**

## **Cross Oaks Elementary**

### **2020-2021 Goals/Performance Objectives/Strategies**



**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.

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# Goals

## Goal 1: Teaching & Learning

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- \* 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 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

<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. <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. <b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers <b>Funding Sources:</b> Title I funding - Title I, Part A - \$35,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<b>Strategy 2:</b> Fund K-2nd literacy intervention paraprofessional to support intervention for students in lower grades. <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. <b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers <b>Funding Sources:</b> Title I funding - Title I, Part A - \$20,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<b>Strategy 3:</b> Purchase Fountas and Pinnell Reading Assessment System to support rigorous reading level assessment in grades K-5th. <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. <b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers <b>Funding Sources:</b> Title I funding - Title I, Part A - \$5,525	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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. <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. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, campus reading specialists, grade level language arts teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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. <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. <b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<b>Strategy 6:</b> Utilize Istation assessment and intervention systems in all grade levels, systematically and strategically throughout 2019-2020 school year. <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. <b>Staff Responsible for Monitoring:</b> Campus administration, campus intervention team, reading specialists, classroom teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

## 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

<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. <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 <b>Staff Responsible for Monitoring:</b> Administration, campus intervention team	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<b>Strategy 2:</b> Fund K-2nd math intervention paraprofessional to support numeracy fluency intervention for students in 2nd-5th grade. <b>Strategy's Expected Result/Impact:</b> Significant increase in percentage of students performing on grade level in their numeracy fluency skills. <b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers <b>Funding Sources:</b> Title I funding - Title I, Part A - \$18,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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. <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 <b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<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. <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 <b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers, special education 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> 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. <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 <b>Staff Responsible for Monitoring:</b> Administration, campus intervention team, grade level math teachers, special education teachers <b>Funding Sources:</b> Title 1 funding - Title I, Part A - \$400	<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> Number Talks will be utilized as an instructional tool in all K-5 math classrooms. <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 <b>Staff Responsible for Monitoring:</b> Grade level math teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
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## 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

<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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. <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. <b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor, administration	Reviews			
	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

# **Denton Independent School District**

## **Lester Davis DAEP**

### **2020-2021 Goals/Performance Objectives/Strategies**



# 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.

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# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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**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.

<b>Strategy 1:</b> Implement a systematic approach to creating individualized transition plans for each student. Admin. Counselor Teachers Paras Office staff Home Campus Rep Campus Funds  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. HS Team Watkins	Reviews			
	Formative			Summative
	Dec	Mar	May	May

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

<p>DAEPs identified as models, observed, and shared with all staff members.</p> <p>Quality and effective components of a transition plan for 2020-2021 school year.</p> <p>Inform home campus admin/counseling teams about how to utilize the transition plan.</p> <p>Admin.</p> <p>Counselor</p> <p>Home Campus Rep</p> <p>Campus Funds</p> <p>Each students home campus will have access to and know the intent of the transition plan.</p> <p>Reduced recidivism rate by 20% of prior year.</p> <p><b>Strategy's Expected Result/Impact:</b> Admin.</p> <p>Counselor</p> <p>Teachers</p> <p>Paras</p> <p>Office staff</p> <p>Home Campus Rep</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p>Counselor</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>	



## Goal 1: Teaching & Learning

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**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

<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

## Goal 1: Teaching & Learning

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**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

Strategy 1: All students maintain credit for courses that were expected to be maintained while attending home campus.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Technical support, Study Island.				
Addresses missed system safeguard				
Admin				
Teachers				
AK - \$1,000				
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.				
Drop out prevention.				
Addresses missed system safeguard				
Admin				
Teachers				
Counselor				
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.

<p>Inclusion instruction.</p> <p>Addresses missed system safeguard</p> <p>Admin</p> <p>Teachers</p> <p>SCE funding for all Davis Teachers</p> <p>HR Staffing</p> <p>Review of grades, discipline, attendance, and the number of repeat placement</p> <p>Aug-May</p> <p><b>Strategy's Expected Result/Impact:</b> Transcripts</p> <p>Report cards</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

# **Denton Independent School District**

## **Navo Middle School**

### **2020-2021 Goals/Performance Objectives/Strategies**

# 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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Goals 4

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 4

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 5

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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**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

<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## 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

<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	<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> 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	<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> 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	<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> 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	<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>
<div> <div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Denton Independent School District**  
**Paloma Creek Elementary**  
**2020-2021 Goals/Performance Objectives/Strategies**

# 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.

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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
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- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 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.

### HB3 Goal

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

<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.  <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.  <b>Staff Responsible for Monitoring:</b> Administration team, teachers, specialists  <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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

<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. <b>Strategy's Expected Result/Impact:</b> Targeted instruction and interventions developed to close achievement gaps for all students. <b>Staff Responsible for Monitoring:</b> Administration team, district coach, interventionists, teachers <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 <b>Problem Statements:</b> Demographics 1	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<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



## 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.

### HB3 Goal

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

<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. <b>Strategy's Expected Result/Impact:</b> Students will attain the minimum of 1.5 year's of growth in reading. <b>Staff Responsible for Monitoring:</b> Administration team, teachers, specialists <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 <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<b>Strategy 2:</b> Provide a full time reading interventionist to support at-risk students. <b>Strategy's Expected Result/Impact:</b> All Tier 3 students will receive small group reading and math intervention in grades 2nd-5th. <b>Staff Responsible for Monitoring:</b> Administration team, interventionists, DMTSS committee <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 <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - Title I, Part A	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:****Demographics**

**Problem Statement 1:** 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

**Student Learning**

**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.

**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.



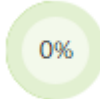




## Goal 1: Teaching & Learning

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 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.

<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.  <b>Strategy's Expected Result/Impact:</b> All students will attain a minimum of one year's growth. <b>Staff Responsible for Monitoring:</b> Administration team, teachers, specialists <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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 4:** 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

<b>Strategy 1:</b> Provide a full time math interventionist to support at-risk students. <b>Strategy's Expected Result/Impact:</b> All Tier 3 students will receive small group reading and math intervention in grades 2nd-5th. <b>Staff Responsible for Monitoring:</b> Administration team, interventionists, DMTSS committee <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 <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - Title I, Part A	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 4 Problem Statements:

Demographics
<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
Student Learning
<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.

### 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
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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 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.

<b>Strategy 1:</b> Collaborate and plan with the district elementary science coordinator. <b>Strategy's Expected Result/Impact:</b> Providing teachers with support in planning highly engaging science learning opportunities will increase student mastery. <b>Staff Responsible for Monitoring:</b> Administration team, teachers <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	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

<b>Strategy 1:</b> All staff will complete Trust Based Relationship Interventions training and Positive Behavior Support Intervention training. <b>Strategy's Expected Result/Impact:</b> Students will build their capacity to employ self-regulation strategies and remain engaged in the learning environment. <b>Staff Responsible for Monitoring:</b> Administration team, counselor, CIS, teachers <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 <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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. <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. <b>Staff Responsible for Monitoring:</b> Administration team, counselor, CIS <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> - Title I, Part A - \$12,000, - At-Risk (SCE)	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

<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. <b>Strategy's Expected Result/Impact:</b> Equipping students with core values that will impact their futures as contributing members of the community <b>Staff Responsible for Monitoring:</b> Administration team, counselor, CIS, teachers <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	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<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. <b>Strategy's Expected Result/Impact:</b> provide capacity for students to self-regulate behaviors while also closing achievement gaps specifically in math <b>Staff Responsible for Monitoring:</b> administrators, teachers, CIS staff member <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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<b>Strategy 5:</b> Host virtual social and academic events in partnership with the PTA and community. <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. <b>Staff Responsible for Monitoring:</b> Administration team, PTA <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<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
School Processes & Programs
<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
Perceptions
<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.



# Denton Independent School District

## Providence Elementary

### 2020-2021 Goals/Performance Objectives/Strategies

**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

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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
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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 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

<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.  <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  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches/Interventionists  <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  <b>Funding Sources:</b> Provide Substitutes for Professional Learning Communities - Title I, Part A - \$2,500	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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.  <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.  <b>Staff Responsible for Monitoring:</b> Instructional Coaches Principal Assistant Principal  <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  <b>Funding Sources:</b> Campus Instructional Coach/Interventionist Full-Time Staff Member - Title I, Part A - \$70,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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.  <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  <b>Staff Responsible for Monitoring:</b> Classroom Teachers Principal Assistant Principal Instructional Coaches Campus Interventionists  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 2:** 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.



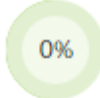
### HB3 Goal




**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

Strategy 1: 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.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p><b>Strategy's Expected Result/Impact:</b> -80% of at-risk 3rd grade students will approach STAAR reading standard.</p> <p>-53% of at-risk 3rd grade students will meet STAAR reading standard.</p> <p>-75% of at-risk 4th grade students will approach STAAR reading standard.</p> <p>-55% of at-risk 4th grade students will meet STAAR reading standard.</p> <p>-85% of at-risk 5th grade students will approach STAAR reading standard.</p> <p>-56% of at-risk 5th grade students will meet STAAR reading standard.</p> <p>-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</p> <p>-Principal</p> <p>-Assistant Principal</p> <p>-Instructional Coaches</p> <p><b>Title I Schoolwide Elements: 2.4 - ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				

<b>Strategy 2:</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 reading gaps. <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. <b>Staff Responsible for Monitoring:</b> -Principal -Interventionists -Campus Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> 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



Discontinue



## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 3:** 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

**Strategy 1:** 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.




**Strategy's Expected Result/Impact:** -85% of students will meet or exceed standards on benchmarks and/or common formative assessments as evidenced by Campus Progress Monitoring Document.














- Imagine Math assessment scores will demonstrate student growth

**Staff Responsible for Monitoring:** -Classroom Teachers

- Principal
- Assistant Principal
- Campus Instructional Coach
- Interventionists

**Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews			
Formative			Summative
Dec	Mar	May	May
			

<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. <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. <b>Staff Responsible for Monitoring:</b> -Classroom Teachers -Principal -Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<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. <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. <b>Staff Responsible for Monitoring:</b> None <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<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. <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. <b>Staff Responsible for Monitoring:</b> None <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## **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 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

## 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

**Strategy 1:** 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.

**Strategy's Expected Result/Impact:** -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

**Staff Responsible for Monitoring:** -Counselor

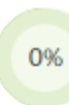
**Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture

### Reviews

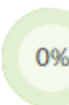
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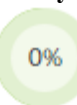
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Mar



May



May

<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. <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 <b>Staff Responsible for Monitoring:</b> -Principal -Counselor <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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. <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 <b>Staff Responsible for Monitoring:</b> -Principal -Counselor -Classroom Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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. <b>Strategy's Expected Result/Impact:</b> -Increase in staff attendance rates -Increase in staff perceptions of campus culture and climate <b>Staff Responsible for Monitoring:</b> None <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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. <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 <b>Staff Responsible for Monitoring:</b> None <b>Title I Schoolwide Elements:</b> 3.1, 3.2	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# **Denton Independent School District**

## **Rodriguez Middle School**

### **2020-2021 Goals/Performance Objectives/Strategies**



# 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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# Goals







## Goal 1: Teaching & Learning









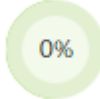



In pursuit of excellence, we will:





- \* 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
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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 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

<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. <b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps. <b>Staff Responsible for Monitoring:</b> ELAR/Math Teachers Instructional Coach, DLS Admin <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Tutoring - State Compensatory Education (SCE) - \$6,672	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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. <b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps. <b>Staff Responsible for Monitoring:</b> ELAR/Math Teacher Admin Instructional Coach <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Ipads & Swivl - At-Risk (SCE) - \$17,303	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

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

<b>Strategy 8:</b> Social Studies classes will utilize the DBQ structure to write one evidence based essay per semester to support the writing component in ELAR <b>Strategy's Expected Result/Impact:</b> Students demonstrate on level writing on state assessments. <b>Staff Responsible for Monitoring:</b> Social Studies teachers and admin <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				










## 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

<b>Strategy 1:</b> Anti Bullying and Social Emotional Program tailored to middle school students. Second Step Middle School <b>Strategy's Expected Result/Impact:</b> Increase student safety on campus and knowledge of how to deal with bullying on and off campus <b>Staff Responsible for Monitoring:</b> Counselors/Admin <b>Funding Sources:</b> - At-Risk (SCE) - \$800	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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 <b>Strategy's Expected Result/Impact:</b> To increase student's skills and knowledge surrounding other cultures, personal skills and social interaction skills. <b>Staff Responsible for Monitoring:</b> Counselors/Admin	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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 <b>Strategy's Expected Result/Impact:</b> Increase students knowledge about tolerance and accepting of others. Decrease bullying and inappropriate behaviors <b>Staff Responsible for Monitoring:</b> Counselors/Teachers/Admin	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

<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 <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 <b>Staff Responsible for Monitoring:</b> Teachers & Counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<b>Strategy 5:</b> Specific counselor Groups for Character Development for 7th and 8th grade girls and boys leadership <b>Strategy's Expected Result/Impact:</b> Increase positive student relationships and teach skills needed to communicate and collaborate with others. <b>Staff Responsible for Monitoring:</b> Counselors <b>Funding Sources:</b> - State Compensatory Education (SCE) - \$1,500	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<b>Strategy 6:</b> Provide social emotional lessons/information to parents, students and staff through weekly/monthly communication through a variety of platforms. <b>Strategy's Expected Result/Impact:</b> Better relationships and clear transparent communication between all stakeholders <b>Staff Responsible for Monitoring:</b> Admin/Counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<b>Strategy 7:</b> Survey students twice a year to gather specific data to drive programming for the year. <b>Strategy's Expected Result/Impact:</b> Programming that is timely and relevant to the students. <b>Staff Responsible for Monitoring:</b> counselor/admin	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<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 <b>Strategy's Expected Result/Impact:</b> Teachers feel supported and can positively impact students in the classroom based on surveys <b>Staff Responsible for Monitoring:</b> Admin, Counselors, DLS and Instructional Coach	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<b>Strategy 9:</b> Promote cultural diversity through a variety of activities throughout the year. (Theme months, diversity night) <b>Strategy's Expected Result/Impact:</b> Promote a positive learning environment for students and staff <b>Staff Responsible for Monitoring:</b> Admin, Counselors, Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Denton Independent School District**

**Savannah Elementary**

**2020-2021 Goals/Performance Objectives/Strategies**

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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

<b>Strategy 1:</b> Teachers will use formative and summative data to form small groups. <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. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<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. <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. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers <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	<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> Reading, Writing and Math blocks will utilize the workshop model daily. <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. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers <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	<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> 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. <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. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Coaches Curriculum Teachers <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	<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> A master schedule will be created that provides time for protected Tier I, Tier II and Tier III instruction. <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. <b>Staff Responsible for Monitoring:</b> Administration Intervention Team <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	<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> Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples. <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. <b>Staff Responsible for Monitoring:</b> Teachers <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	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 7:</b> Teachers will update Students of Concern spreadsheet prior to PLC meeting based on Universal, Supplemental, and Individualized concerns. <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. <b>Staff Responsible for Monitoring:</b> Administration Teachers <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	<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> 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. <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. <b>Staff Responsible for Monitoring:</b> Administration Interventionist Teachers <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	<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> 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. <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. <b>Staff Responsible for Monitoring:</b> Administration Teachers Interventionist <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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<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. <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. <b>Staff Responsible for Monitoring:</b> Admdinistration <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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## 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

<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.  <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.  <b>Staff Responsible for Monitoring:</b> Administration Special Education Team Teachers  <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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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  <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.  <b>Staff Responsible for Monitoring:</b> Administration  <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	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<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. <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. <b>Staff Responsible for Monitoring:</b> Administration Intervention Team <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	<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> Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples. <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. <b>Staff Responsible for Monitoring:</b> Teachers Administration <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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<b>Strategy 5:</b> At risk students will receive uninterrupted Tier I, Tier II and Tier III instruction daily. <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. <b>Staff Responsible for Monitoring:</b> Administration Intervention team <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	<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> A PLC for special education & inclusion teachers will meet once a month to discuss name & need based on student data. <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. <b>Staff Responsible for Monitoring:</b> Administration Special Education Team <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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## 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.

<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May



<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. <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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
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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

**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

# Denton Independent School District

## Sparks Campus

### 2020-2021 Goals/Performance Objectives/Strategies

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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Goals 4

Goal 1: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system. 4




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 6

# Goals

**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

<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. <b>Strategy's Expected Result/Impact:</b> Improved instruction across content areas and student progress on progress reports and report cards <b>Staff Responsible for Monitoring:</b> Curriculum coordinators, Teachers, Administrator, Secretary <b>Funding Sources:</b> - State Compensatory Education (SCE) - \$1,275, - Title I, Part D Subpart 2 - \$31,632.50	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<b>Strategy 2:</b> Provide instructional and clerical support personnel for at-risk students. <b>Strategy's Expected Result/Impact:</b> Improved instructional support across all content areas and student progress on IRPs and report cards. <b>Staff Responsible for Monitoring:</b> Secretary, Attendance Clerk, Principal, Teachers, At-risk teacher <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 <b>Funding Sources:</b> supplemental substitutes - Title I, Part D Subpart 2 - \$2,790.25	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<b>Strategy 3:</b> School personnel in relevant staff development and training <b>Strategy's Expected Result/Impact:</b> Current and relevant training, enhanced classroom instruction, improved student performance. <b>Staff Responsible for Monitoring:</b> Principal, District curriculum staff, SPED supervisor, Director DCJDC, Region XI, Title I, Part D director <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 <b>Funding Sources:</b> T-TESS training - State Compensatory Education (SCE) - \$150, Travel - teachers & administrator - Title I, Part D Subpart 2 - \$4,080.50, Substitutes - Title I, Part D Subpart 2 - \$1,790.25, Conference fees - teachers & administrator - Title I, Part D Subpart 2 - \$4,080.50, Substitutes - State Compensatory Education (SCE) - \$600	<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> Maintain accurate student attendance records and transition records <b>Strategy's Expected Result/Impact:</b> Accurate attendance records <b>Staff Responsible for Monitoring:</b> Teachers, Attendance clerk, Registrar, Principal	<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> Provide opportunities for students to improve their reading and writing in all content areas, resulting in higher achievement scores on state assessments <b>Strategy's Expected Result/Impact:</b> Improved test scores and assessments <b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, SpED teachers, At-risk teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5	<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> Identify ELL and bilingual students and provide proper instruction and materials. <b>Strategy's Expected Result/Impact:</b> Updated and accurate records and appropriate scheduling of classes and improved student achievement. <b>Staff Responsible for Monitoring:</b> At-risk teacher, bilingual aide, Teachers, Principal, Registrar <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<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> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance on state assessments, classroom formative and summative assessments <b>Staff Responsible for Monitoring:</b> At-risk teacher, Teachers, Principal, SPED teachers, SPED aide, Bilingual aide <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> Instructional support resources and extra duty pay - State Compensatory Education (SCE) - \$4,185	<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> 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.  <b>Strategy's Expected Result/Impact:</b> Number of individuals successful transition <b>Staff Responsible for Monitoring:</b> Principal, registrar, DCJDC staff, CIS staff, Caseworkers, and after care staff <b>Title I Schoolwide Elements:</b> 2.6, 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 9:</b> Maintain certification for Sparks teachers to reflect 4th through 12th-grade certification in content areas. <b>Strategy's Expected Result/Impact:</b> SBEC documentation of valid certification and CPE credits, certificates <b>Staff Responsible for Monitoring:</b> Princip[al], Teachers, Human Resources staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<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. <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. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Teachers, At-risk teacher, Registrar, Diagnostician, Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<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. <b>Strategy's Expected Result/Impact:</b> Improved student achievement, administrative efficiency, and effective student record care and maintenance. <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Registrar, Secretary, Diagnostician, SPED teachers, <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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## 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.

<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<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>
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**Denton Independent School District**  
**Union Park Elementary**  
**2020-2021 Goals/Performance Objectives/Strategies**



**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

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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:** K-2 students will perform at 70% on grade level on the ELI and 3rd - 5th reading benchmark assessments and screeners by May.

Strategy 1: Teachers will provide Tier I & II support in small groups to students in need of additional intervention.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Support staff will provide Tier II & Tier III support in small groups to students in need of additional intervention.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Goal 1: Teaching & Learning

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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 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.

Strategy 1: Teachers will provide Tier I & Tier II support in small groups to students in need of additional intervention.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Support staff will provide Tier II & Tier III support in small groups to students in need of additional intervention.	Reviews			
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### Goal 1: Teaching & Learning

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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.

Strategy 1: Attend DMTSS meetings to contribute and share strategies to teachers.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				