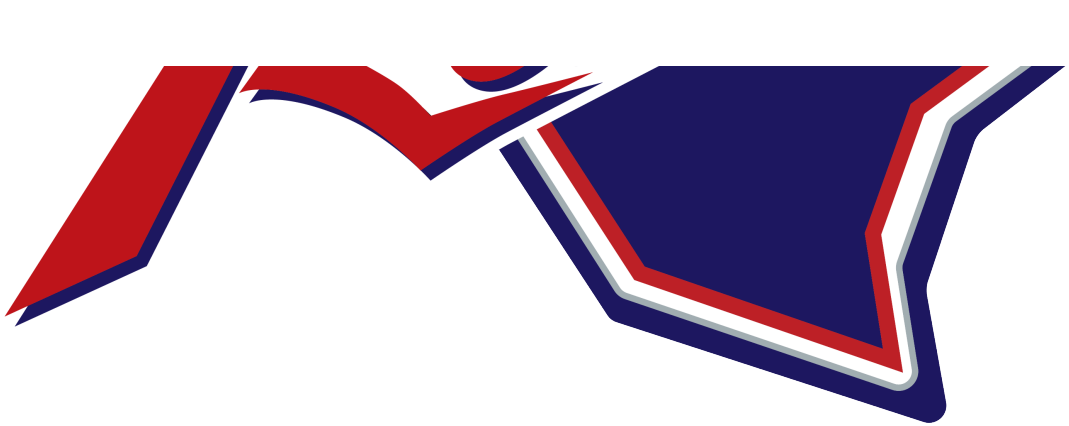
Denton Independent School District

Ryan High School

2021-2022 Campus Improvement Plan



Mission Statement

Billy Ryan High School seeks to provide its diverse student population with a sense of well-being and a sense of belonging. Because of students' individual needs, Billy Ryan High School stresses individual attention to each student to allow each individual to develop to his/her fullest potential. In a safe school climate, the entire school faculty and staff work together to produce individuals who are aware, concerned, knowledgeable and responsible. Therefore, Billy Ryan High School seeks to foster citizenship, promote literacy, produce workers and cultivate personal fulfillment in its student body.

Vision

The vision of Billy Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the work force, or the military.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

RHS currently has a very diverse student body. The makeup of the school community is a tradition-rich one, marked by years of success in all levels of the educational process. The actual student makeup is consistent in an average enrollment between 2050-2220 over the previous three years. An overall high number from over a decade ago saw RHS at 2,550 students, and a recent lower attendance number reflects a total of 1840.

The diversity of the campus includes the following: 2222 enrollment. Of that number, 57.6% are Economically Disadvantaged. 44.5% of those students are At-Risk. The makeup of the campus includes 20.03% African-American, 43.70% Hispanic, 30.38% White, 0.95% American Indian, 2.16% Asian, 0.36% Pacific Islander, and 2.43% Two or More Races.

Staff at RHS is comprised of 60.3% with Bachelor's degrees. 36.7% with Masters degrees, and 1.2% with Doctoral degrees. Experience make up is as follows: 1st year: 3.6%, 1-5 years: 24.2%, 6-10 years: 19.4%, 11-20 years: 34.3%, Over 20 years: 19%. The average years of experience for RHS staff is 12 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus embraces attention to many areas of

academic, social-emotional, and overall growth of the student. The staff at RHS recognize that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus is a critical component of the RHS team. RHS will partner with Safety Net to address the social-emotional learning gaps of our students and engage in positive alternative activities to promote behavior, health, and wellness.

The ESL programs that have been increased with staffing have enabled the school to focus on many varied needs of the school. ESL classes for English Language Learners have been a focal point for the school for several years. In addition, there have been increases in many programs that introduce new curricular areas for the needs and interest levels of the student body at Ryan. CTE programming for the capturing of the CCMR and state accountability have added to the overall progress of the school as it relates to the growth of the individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population **Root Cause:** Various social, emotional, academic, and other academic needs associated with the school population.

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2021-2022 school year will bring unique and challenging opportunities that the staff will embrace with enthusiastic energy. As has been the case in previous years, the academic progress of RHS consists of planning to address numerous focus areas. As the campus is accustomed each year, a review of academic standards from the previous year's assessment tools is utilized. Due to the varied learning formats that were implemented to start the 2020-2021 school year, normal learning expectations were altered. Therefore, the campus baseline data has been accumulated through the individual teacher record.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve the skill levels for both subject areas. The use of IXL diagnostic testing serves as an introductory starting point for many of the Algebra domains and creates an individualized performance path focusing on the individual student's strengths in addition to the areas of remediation and or review.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains the ability to show improvement in the areas of writing both expository essays as well as persuasive essays. Writing and paragraph development remain a target for students of RHS. Attention to the details of the well-developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

RHS will follow HB4545 guidelines to address the day-to-day instruction in the areas of English

Language Art, Biology, Algebra, and US History. The use of a designed curriculum to meet the needs of 30 hours of accelerated study in all areas of EOC assessments for all students who have not been previously successful. This requirement will be met through tutorials, classroom one on one strategies, and opportunities to attend Saturday school.

The ability of teachers to attend workshops, share ideas in the Professional Learning Communities and explore various other resources to help struggling writers write and to help struggling readers improve is a top priority for the campus.

Student Learning Strengths

Consistency in the method in which the ELA department has approached the importance of evidenced-based writing has enabled the students to progress over their time at RHS. The ability of the students to understand that with each piece of writing that they complete, there is an expectation that if you write it, you support it with facts and elaboration. Additionally, it is important for students to continue to understand the rules of grammar in completing quality assessment-level writing.

With regard to Algebra and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Nearpod as well as various other skill-building practice materials are used on a daily basis. RHS Algebra teachers meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill-building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Closing the gaps for students in both writing and mathematics in a year that was interrupted by COVID 19 created challenges. The ability to complete the yearly curriculum requirements in a face-to-face environment was missing, so the need to revisit some of those skills continues to present challenges. **Root Cause:** Absence from a face-to-face teaching platform due to COVID 19 and increasing demands of use of time in planning for skill building in both math and reading/writing skills.

School Processes & Programs

School Processes & Programs Summary

Ryan High School has a long-standing tradition of excellence in all academic and extra-curricular programs. One of the primary reasons that the success has been maintained is through the retention and recruitment of highly qualified staff. The TEA TAPR report indicates that RHS is above the state average in years of experience and is also above average in those teachers who currently hold Masters and Doctoral degrees. With regard to years of experience, the following statistics are recorded for RHS:

Over 20 years experience: 19.3%

11-20 year experience: 34.7%

6-10 years experience: 19.3%

1-5 years: 24.7%

1st year: 2%.

The average years of experience for Ryan High School is currently 12.4 years. The daily absentee rate for the campus last year was 6.8%. This has been a significant positive trend for the campus not only from the previous year but also from the previous three years. The teacher turnover rate to start the 2021-2022 year was 17%. With a new student enrollment totaling 256.

School Processes & Programs Strengths

Ryan High School continues to utilize its ability to find the strengths of its staff to best fit the needs of its student body. The added support for the English as a Second Language learning population has continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the

ESL population is at an all-time high for the campus. Core areas have consistent ESL certified and content area certified teachers across all curriculum. Programming has allowed for the ability to utilize the ESL team to work collaboratively with teachers developing professional development that in turn produces strategies that have been effective in the past year's growth. Increased parent involvement has also been a priority. ESL Interventionist has continued to mold many aspects of the job, has influenced the position across the district, and made RHS one of the innovators in high school ESL programming.

Ryan High school will support the new growth of teachers new to the profession and/or new to the campus within the last 3 years, by re-establishing a sense of normalcy by developing a mentor action plan that will allow for collaboration on solutions to questions and concerns that have and will occur during daily operations of the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high quality education, while at the same time remain innovative and creative with high at-risk student population. **Root Cause:** Increasingly difficult demands placed on all teachers with the current Pandemic and the recent closure of schools. The need to continue to close the gaps created by the loss of face-to-face time from the 19-20 and 20-21 school year.

Perceptions

Perceptions Summary

Ryan High School is a tradition-rich school. The school has long been an established pillar of the community, enabling its students to have many opportunities for their educational goals. The school participates in a number of extracurricular programs intended to extend the overall development of the total student experience. With a community of RHS graduates, the overall support system for the school and its programs is superb. The Ryan community provides numerous opportunities for work programs, donations to the school, involvement in the PTSA, and various other forms of teacher appreciation and staff awareness. The Raider Renaissance program was designed many years ago to begin a system of recognition for students and staff. The Renaissance program continues to honor students for their outstanding classroom accomplishments, leadership endeavors, and attendance. This has become a consistent tradition of the school to pay tribute to teachers and students for the work well done. Numerous community and parent volunteers blend their time and talents together to dedicate honored time and tributes to teachers and students three to four times per year.

Perceptions Strengths

Strengths of the Ryan High School culture and climate would indicate that much community support in many forms is a consistent. The school has excelled in both academic and athletic endeavors for nearly two decades. The work that is supported by all stakeholders is indicated in the various surveys that are part of the district wide school and building evaluation. Parents, students, and staff indicate that they have a very high regard for the communication and dedication that Ryan offers to students and families. Surveys indicate that students and families have confidence in the staff and leaders of the school. For the most recent staff engagement survey, high levels of satisfaction were affirmed for the overall effectiveness of the school leadership and teachers of the campus. Another strength of the

campus has long been that students feel that they can always find a person on the campus willing to listen and help them with their concerns. This is a long-standing tradition and strength of the school, and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. **Root Cause:** Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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

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: Increase passing rate for each semester for Algebra 1 students for 2020-21 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th grade students.. Continue work on improved EOC ratings for students in both English 1 and English 2. Goal of above 75% passing rate for EOC 9th and 10th grade state assessment.

HB3 Goal

Evaluation Data Sources: District benchmarks, In-class assessments, Review of state-released practice tests, End of Course Algebra 1 and English 1 and English 2 state assessment

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas. **Strategy's Expected Result/Impact:** Gradual improvement in skill sets in both Algebra 1 as well as English writing and reading performances. **Staff Responsible for Monitoring:** ELA and Math teachers, campus administration, district level supervisors. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Follow HB4545 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet the needs of 30 hours of accelerated study in all areas of EOC assessments for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that is designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved through tutorials, classroom one on one, and Saturday school. **Strategy's Expected Result/Impact:** Close achievement gaps and prepare students to pass the EOC's **Staff Responsible for Monitoring:** Admin, teachers, counselors **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: 100% of Ryan High School's community will feel connected by May 2022.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Establish monthly recognition of staff and students through campus-wide celebration and acknowledgement of the completed work. Invite community partners to share in their contribution to the school staff and students and recognize and show our appreciation for what the community means to the school. **Strategy's Expected Result/Impact:** Higher academic performance in the classrooms. Continued building of sense of value, worth, and appreciation for teachers. Growth of community support for the school and ability to give back to the sponsors and show of appreciation. **Staff Responsible for Monitoring:** Renaissance class from high school. Sharla Gilhome, leader of student support groups, Counseling staff, Administration, Adrian Eaglin. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Re-establish a sense of normalcy by providing a mentor program for first-year teachers or teachers new to the campus to collaborate on solutions to questions and concerns that have and will occur in the daily operation of the school day. **Strategy's Expected Result/Impact:** Meet once a month to inform and review navigation of the day-to-day school business. Ryan foundation, grading policy, 504, ARD's, accommodations, discipline referrals, strategies and importance of parent contact, the importance of tutorials, technology answers. **Staff Responsible for Monitoring:** Administration and Department Chairs **Targeted Support Strategy**			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: Ryan High School continues to strive for 100% participation in some form of extracurricular activity for all students. RHS works to enable students to have an opportunity to be a part of some team, group, club, or extra outlet of the regular school day.

HB3 Goal

Evaluation Data Sources: Student survey both mid year and end of year used to record student participation in the various school offerings outside the regular school day.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Work within Student Council and various other student leadership groups to publicize the list of all available student offerings (class clubs, fine arts, athletics, etc.) so that students have an awareness of the school outside of the classroom). Additionally, have published offerings through counseling offices to make student aware of the possibilities of clubs and extracurricular activities.	Dec	Mar	May
Strategy's Expected Result/Impact: Increased number of overall student body who are participating in extracurricular activities. Goal will be 100% .			
Staff Responsible for Monitoring: Coaches, sponsors, teachers, administrators, staff			
TEA Priorities: Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Community partnership with Safety Net to close the social-emotional learning gaps of our students and engage in positive alternative activities to promote behavior, health, and wellness.	Dec	Mar	May
Strategy's Expected Result/Impact: Students will feel better supported and have less anxiety while improving coping skills.			
Staff Responsible for Monitoring: Administration, Counselors, and teachers			
Targeted Support Strategy			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

State Compensatory

Budget for Ryan High School

Total SCE Funds:
Total FTEs Funded by SCE: 75
Brief Description of SCE Services and/or Programs

Personnel for Ryan High School

Name	Position	FTE
Ruby Kovoor	Academic Liaison	NaN

Addendums

Texas Education Agency
2021 Accountability Ratings Overall Summary
RYAN H S (061901002) - DENTON ISD

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Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	45
College, Career and Military Readiness	57
Graduation Rate	99
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 59.7%)	51
Closing the Gaps % of Indicators Met	
Academic Achievement Status	42%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	25%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	92%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
RYAN H S (061901002) - DENTON ISD

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Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,234	488		594	496	2,812	
Approaches GL or Above	782	334		443	424	1,983	71%
Meets GL or Above	559	181		275	323	1,338	48%
Masters GL	99	43		89	194	425	15%
Total Percentage Points							134%
Component Score							**45**

Texas Education Agency
2021 STAAR Performance
RYAN H S (061901002) - DENTON ISD

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Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	71%	66%	63%	84%	77%	82%	80%	50%	63%	47%	57%	38%	66%	72%	66%
At Meets GL Standard or Above	48%	38%	38%	67%	58%	69%	70%	25%	36%	19%	30%	18%	45%	50%	39%
At Masters GL Standard	15%	11%	10%	25%	10%	31%	10%	0%	9%	2%	5%	5%	10%	17%	10%
Number of Tests															
At Approaches GL Standard or Above	1,983	363	832	701	24	53	8	2	1,122	320	485	143	41	1,532	451
At Meets GL Standard or Above	1,338	213	496	558	18	45	7	1	648	130	255	70	28	1,069	269
At Masters GL Standard	425	62	129	210	3	20	1	0	152	15	46	20	6	355	70
Total Tests	2,812	554	1,317	831	31	65	10	4	1,783	676	855	379	62	2,130	682
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	98%	100%	99%
% participation 2020-21	92%	93%	93%	91%	91%	90%	100%	57%	91%	94%	94%	90%	93%	93%	89%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	63%	59%	57%	77%	69%	63%	67%	50%	55%	38%	49%	26%	66%	66%	55%
At Meets GL Standard or Above	45%	39%	37%	63%	62%	50%	67%	50%	35%	17%	29%	13%	48%	48%	37%
At Masters GL Standard	8%	6%	4%	16%	0%	21%	0%	0%	3%	0%	2%	2%	7%	9%	5%
Number of Tests															
At Approaches GL Standard or Above	782	149	333	273	9	15	2	1	436	121	196	40	19	615	167
At Meets GL Standard or Above	559	98	215	223	8	12	2	1	276	55	116	21	14	446	113
At Masters GL Standard	99	14	24	56	0	5	0	0	26	1	9	3	2	83	16
Total Tests	1,234	252	587	353	13	24	3	2	793	319	399	156	29	932	302
Participation															
% participation 2018-19	99%	100%	100%	99%	100%	98%	100%	-	100%	100%	100%	100%	97%	100%	99%
% participation 2020-21	93%	94%	94%	92%	93%	90%	100%	67%	92%	95%	95%	90%	89%	94%	92%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	68%	64%	60%	82%	80%	90%	50%	0%	62%	57%	62%	43%	58%	70%	64%
At Meets GL Standard or Above	37%	28%	28%	56%	40%	60%	50%	0%	29%	21%	29%	13%	25%	41%	26%
At Masters GL Standard	9%	10%	7%	12%	0%	0%	0%	0%	7%	5%	9%	8%	8%	9%	8%
Number of Tests															
At Approaches GL Standard or Above	334	63	136	121	4	9	1	0	204	71	95	31	7	249	85
At Meets GL Standard or Above	181	27	63	82	2	6	1	0	95	26	44	9	3	147	34

Texas Education Agency
2021 STAAR Performance
RYAN H S (061901002) - DENTON ISD

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
At Masters GL Standard	43	10	16	17	0	0	0	0	24	6	14	6	1	33	10
Total Tests	488	98	225	147	5	10	2	1	328	124	154	72	12	356	132
Participation															
% participation 2018-19	100%	100%	100%	99%	100%	100%	100%	-	100%	99%	99%	100%	100%	100%	99%
% participation 2020-21	91%	93%	90%	92%	83%	92%	100%	50%	89%	93%	93%	88%	100%	92%	88%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	75%	66%	66%	92%	71%	92%	100%	100%	68%	54%	64%	40%	67%	74%	76%
At Meets GL Standard or Above	46%	35%	35%	71%	43%	77%	50%	0%	34%	17%	29%	21%	53%	47%	44%
At Masters GL Standard	15%	11%	9%	28%	14%	15%	0%	0%	7%	1%	5%	3%	7%	17%	10%
Number of Tests															
At Approaches GL Standard or Above	443	78	188	157	5	12	2	1	259	80	124	32	10	332	111
At Meets GL Standard or Above	275	41	99	121	3	10	1	0	130	25	57	17	8	211	64
At Masters GL Standard	89	13	25	48	1	2	0	0	26	2	9	2	1	75	14
Total Tests	594	118	283	170	7	13	2	1	382	148	194	80	15	447	147
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	99%
% participation 2020-21	92%	93%	92%	91%	88%	94%	100%	50%	90%	94%	94%	88%	94%	93%	87%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	85%	85%	79%	93%	100%	94%	100%	-	80%	56%	65%	56%	83%	85%	87%
At Meets GL Standard or Above	65%	55%	54%	82%	83%	94%	100%	-	53%	28%	35%	32%	50%	67%	57%
At Masters GL Standard	39%	29%	29%	55%	33%	72%	33%	-	27%	7%	13%	13%	33%	42%	30%

Texas Education Agency
2021 STAAR Performance
RYAN H S (061901002) - DENTON ISD

✷ Confidential ✷

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Number of Tests															
At Approaches GL Standard or Above	424	73	175	150	6	17	3	-	223	48	70	40	5	336	88
At Meets GL Standard or Above	323	47	119	132	5	17	3	-	147	24	38	23	3	265	58
At Masters GL Standard	194	25	64	89	2	13	1	-	76	6	14	9	2	164	30
Total Tests	496	86	222	161	6	18	3	-	280	85	108	71	6	395	101
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	91%	89%	93%	91%	100%	86%	100%	-	89%	93%	93%	94%	100%	93%	86%

- Indicates there are no students in the group.

Texas Education Agency
2021 College, Career, and Military Readiness
RYAN H S (061901002) - DENTON ISD

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Calculation Table

	Annual Graduates	
	Count Credit	Percent
Total		
Total graduates	460	
Total credit for CCMR criteria	260	57%

Data Table

	Annual Graduates	
	Count Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	166	36%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	268	58%
Met TSI assessment criteria	223	49%
Met ACT criteria	22	5%
Met SAT criteria	139	30%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	184	40%
Met TSI assessment criteria	146	32%
Met ACT criteria	19	4%
Met SAT criteria	87	19%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	30	7%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	55	12%
Industry-Based Certifications		
Earned an industry-based certification from approved list	90	20%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	19	4%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	21	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2021 Graduation Rate
RYAN H S (061901002) - DENTON ISD

✷ Confidential ✷

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	98.9%	96.8%	99.5%	99.3%	100.0%	100.0%	100.0%	100.0%	98.0%	100.0%	97.6%
# Graduated	444	90	181	152	4	9	2	6	246	65	41
Total in Class	449	93	182	153	4	9	2	6	251	65	42
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.3%	98.7%	100.0%	98.8%	100.0%	100.0%	-	-	98.8%	100.0%	100.0%
# Graduated	439	75	177	169	6	12	-	-	237	63	37
Total in Class	442	76	177	171	6	12	-	-	240	63	37
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	99.1%	100.0%	99.4%	98.4%	100.0%	100.0%	-	100.0%	98.6%	100.0%	97.6%
# Graduated	435	70	163	185	4	11	-	2	216	67	40
Total in Class	439	70	164	188	4	11	-	2	219	67	41
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.2%	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%
% Dropped Out - Conversion	98.0%										
# Dropped Out	4	2	2	0	0	0	0	0	4	0	0
# of Students	2,276	434	944	794	21	50	7	26	1,347	370	300

+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance
RYAN H S (061901002) - DENTON ISD

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% Economically Disadvantaged	STAAR and CCMR
59.7	51

Texas Education Agency
2021 Closing the Gaps
RYAN H S (061901002) - DENTON ISD

✷ Confidential ✷

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**					**Yes**	**Yes**	**No**	**Yes**	**Yes**	**No**		
% at Meets GL Standard or Above	45%	39%	37%	63%	62%	50%	67%	50%	35%	29%	13%	48%	48%	37%		
# at Meets GL Standard or Above	559	98	215	223	8	12	2	1	276	116	21	14	446	113		
Total Tests	1,234	252	587	353	13	24	3	2	793	399	156	29	932	302		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**	**No**	**No**	**No**					**No**	**No**	**No**		**No**	**No**		
% at Meets GL Standard or Above	37%	28%	28%	56%	40%	60%	50%	0%	29%	29%	13%	25%	41%	26%		
# at Meets GL Standard or Above	181	27	63	82	2	6	1	0	95	44	9	3	147	34		
Total Tests	488	98	225	147	5	10	2	1	328	154	72	12	356	132		
Total Indicators															**8**	**19**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met	**Yes (1)**	**Yes (1)**	**Yes (1)**	**Yes (1)**					**Yes (1)**	**Yes (1)**	**Yes (2)**					
2019 % Graduated	96.7%	96.2%	96.7%	96.6%	-	-	-	-	95.5%	95.4%	83.3%					
2020 % Graduated	98.2%	95.7%	98.9%	98.7%	100.0%	100.0%	100.0%	100.0%	96.9%	98.5%	91.1%					
2020 # Graduated	444	90	181	152	4	9	2	6	246	65	41					
2020 Total in Class	452	94	183	154	4	9	2	6	254	66	45					
Total Indicators															**7**	**7**
English Language Proficiency Status																
Target										**36%**						
Target Met										**Yes**						
TELPAS Progress Rate										40%						
TELPAS Progress										105						
TELPAS Total										262						
Total Indicators															**1**	**1**
Student Success Status																
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**	**45**		
Target Met	**No**	**Yes**	**No**	**Yes**	**Yes**	**No**			**No**	**No**	**No**	**No**	**No**	**No**		
STAAR Component Score	45	38	37	59	48	61	53	25	36	31	20	40	46	38		

Texas Education Agency
2021 Closing the Gaps
RYAN H S (061901002) - DENTON ISD

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Approaches GL Standard or Above	71%	66%	63%	84%	77%	82%	80%	50%	63%	57%	38%	66%	72%	66%		
% at Meets GL Standard or Above	48%	38%	38%	67%	58%	69%	70%	25%	36%	30%	18%	45%	50%	39%		
% at Masters GL Standard	15%	11%	10%	25%	10%	31%	10%	0%	9%	5%	5%	10%	17%	10%		
Total Tests	2,812	554	1,317	831	31	65	10	4	1,783	855	379	62	2,130	682		
Total Indicators															**3**	**12**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**					**Yes**	**Yes**	**Yes**		**Yes**	**Yes**		
% Students Meeting CCMR	55%	42%	53%	62%	75%	70%	100%	67%	46%	40%	73%	38%	57%	47%		
# Students Meeting CCMR	262	42	103	101	3	7	2	4	124	36	38	3	216	46		
Total Students	477	99	193	163	4	10	2	6	268	90	52	8	380	97		
Total Indicators															**9**	**9**
Participation 2018-19																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	99%	100%	100%	99%	100%	98%	100%	-	100%	100%	100%	97%	100%	99%		
# Participants	1,541	276	708	494	18	39	3	-	996	522	229	31	1,186	355		
Total Tests	1,549	277	711	497	18	40	3	-	998	523	230	32	1,189	360		
Mathematics																
% Participation	100%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	100%	100%	99%		
# Participants	562	113	251	180	5	9	2	-	377	174	96	9	410	152		
Total Tests	564	113	252	181	5	9	2	-	378	175	96	9	411	153		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	93%	94%	94%	92%	93%	90%	100%	67%	92%	95%	90%	89%	94%	92%		
# Participants	1,377	271	692	368	13	28	3	2	898	506	190	31	1,010	367		
Total Tests	1,475	287	737	400	14	31	3	3	975	532	211	35	1,075	400		
Mathematics																
% Participation	91%	93%	90%	92%	83%	92%	100%	50%	89%	93%	88%	100%	92%	88%		
# Participants	516	103	242	152	5	11	2	1	347	163	79	13	364	152		
Total Tests	567	111	268	166	6	12	2	2	388	175	90	13	394	173		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Denton Independent School District

Fred Moore High School

2021-2022 Campus Improvement Plan

Mission Statement

Fred Moore High School provides students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

Vision

Preparing today's students to succeed in tomorrow's world.

School Motto

Dedication * Direction * Discovery

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Goals 16
- 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 17
- 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 by utilizing facility to add Yoga, family fitness, and other forms of recreation and entertainment * Effectively communicate achievements and recognition to the Denton ISD community 17
- Goal 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Create professional awareness days to help with career exploration * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life * Increase the number of opportunities for FMHS to serve larger numbers of students across the district * Help with the work in creating Fred Moore Family Center to promote counseling and other services to the Fred Moore and Denton ISD community 18

Addendums 19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred Moore High School is a comprehensive Denton ISD high school located in the center of Denton, Texas. The school has a rich and long-standing history in the community as well as in the school district, providing alternative educational opportunities for students from across all comprehensive high schools across the district.

The current enrollment of FMHS is approximately 75 students per semester, with rolling enrollments which near 100 at times during any given semester. There are currently two graduations held at the school in each calendar year, one in December and one in May. Students range in grade level from 9th grade through 12th grade, with the predominant number of students falling in the 11th and 12th classification. The school is open to all students from all situations and backgrounds, and an admission process preceeds enrollment in the school. The non traditonal format of the school allows for students to work on five to six classes each day and work on those at a pace that encourages acceleration as well as providing opportunities for recovering lost credit from previous attempts.

Demographics Strengths

Accelerated graduation pathway, with accelerated rigorous coursework

Individualized graduation plans

Student centered focus not only on academics but on social emotional needs

Ongoing referrals from past FM graduates and their families

High rate of success of our graduates (Acceptance and attendance to Community Colleges, Universities, and Trade Schools)

Community Partnerships:

*UNT- Career Connects

*UNT - Go Center

*Lake Cities Rotary

*Texas Academy of Mathematics and Science

Early graduates- finishing from 6months to 1 year early

Relationship building- all staff have an evident vested interest in all of our students

Created opportunities for students to take the TSI on campus during the spring semester arranged for the opportunity for our 10th and 11th grade students to take the PSAT on the Fred Moore Campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ability to reach all district campuses to discuss the areas in which FMHS can help serve more students, but at the same time not overcrowd the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process. **Root Cause:** Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

Student Learning

Student Learning Summary

At Fred Moore we are over 85% At-Risk, many of the students that are accepted have failed multiple core classes and have developed poor attendance habits. Many times, students are one to two years behind academically of where they should be. By providing accelerated learning opportunities many times students can graduate on time even when they come to us behind. With our direct teach opportunities, which are STAAR test prep, we have seen students with multiple failed attempts finally obtain a passing score. We have also gathered qualitative data from student feedback stating that if they had stayed on their traditional campus, they most likely would have dropped out. We have made steady progress in increasing our number of students in special populations, specifically the area of special education, and our At-Risk numbers have increased in the past two years. Increased efforts are also underway to visit campuses across the four comprehensive high schools. During these visits, updated guidelines for the admission process, and transcript review will be discussed with potential students as well as campus counseling teams.

Student Learning Strengths

Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum. The online platform makes very close monitoring possible.

Direct instruction classes are provided for all STAAR-tested subjects and required for all students needing the related test. (Please see STAAR Readiness Report in Addendums)

The teacher Professional Learning Community meets regularly to collaborate on strategies to help struggling learners.

Teachers offer students various learning platforms, including online instruction, paper-based

curriculum, videos, interactive games, etc.

Teachers work with district curriculum teams to ensure lessons are aligned vertically and horizontally within the district.

Due to Fred Moore's flexible scheduling, students receive differentiated instruction as needed within their school day. This may be in their scheduled class or in the Learning Center.

Student are offered different elective choices through EDynamic Learning. We are using this for our career and elective courses to evaluate its effectiveness.

Last year, we increased our extracurricular clubs and service organizations available for student involvement by 75 percent.

Beginning the 2019-2020 school year, we implemented CCMR coursework for all students to ensure every graduate was college, career, or military ready. This year we have expanded the opportunities we offer to allow different pathways for our students to meet the CCMR standard. Additions include: OSHA Certification, Security Certification, Floral Design, and a Microsoft Office certification (Please see CCMR chart in Addendums). Additional Fine Arts courses have been added to the curriculum with the addition of Art 1 and Art 2.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the district. Finding ways to increase the advanced academic course offerings through cooperative learning opportunities with the NCTC Bridge program. **Root Cause:** Non traditional format of scheduling and making contact with key persons on all four campuses to ensure that all students are informed of their choices and their options both on their current campuses and at FMHS.

School Processes & Programs

School Processes & Programs Summary

At Fred Moore, as a team, we have created a positive caring environment for students, faculty, staff, and families. The Fred Moore administration strives to get input from all staff and always informs all stakeholders about decisions made at the campus level and why those decisions were made. Staff feels comfortable coming to the administration with concerns or comments and together work to obtain solutions. Typically, there is rare teacher turnover, as teachers feel comfortable and enjoy their work environment. For the 2021-22 school year, however, there were numerous changes. The principal is in his first year on the campus. There were also changes to English, Career and Technology, and Social Studies. The administration also provides opportunities for teachers and staff to take on leadership roles within the campus and at the district level to tackle projects and support the campus. There has been consistent support for the staff to take on new responsibility as the need arises.

School Processes & Programs Strengths

- **Every teacher is Highly Qualified and certified in their teaching area**
- **Additional courses offered in Fine Arts**
- **Teachers are provided with professional learning opportunities**
- **Decision making is site based to the extent possible with teacher and staff input respecte**
- **Staff feels supported and heard by the administrator**
- **Shared vision of Professional Learning consistently practiced**
- **Campus funds are utilized in support of meeting the needs of students**
- **Flexibility of scheduling promotes acceleration of credits earned**
- **Teachers, staff, and parents are active members of the Campus Leadership Team**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment. **Root Cause:** Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom and students.

Perceptions

Perceptions Summary

At Fred Moore we offer the same high educational standards and graduate diploma options that are available at Denton ISD's traditional high schools, but in a smaller, more supportive setting. At FMHS, our entire staff is focused on the needs, success, and well-being of each individual student.

Our teachers are highly qualified in their fields of instruction and provide rigorous coursework with self-paced instruction. Teachers are specialized in the skill of teaching several grade levels with students in the same classrooms. The demands of the Fred Moore teacher requires a great skill set of being able to balance curriculum with the individual needs of the students. By focusing on the credits needed for advancement, students can progress steadily towards their graduation goal. When students graduate, they will be ready for the next step in life, whether it is a college/ university, trade school, the military, or the workforce.

The Fred Moore High School motto is Dedication, Direction, Discovery. This truly describes the Fred Moore Experience. Students must be dedicated to be able to succeed at Fred Moore. Once they are here we give them the road map, we give them the direction to accomplish their goal, and while they are at Fred Moore they are going through a journey of discovery and they learn a great deal about themselves as they get ready to enter the adult world with adult responsibilities.

Perceptions Strengths

Fred Moore High School has a number of highly-dedicated individuals who serve the school community in a variety of ways. From the teaching staff and their committment to serving all students,

and meeting the needs of a variety of situations, to the support staff who are always willing to lend a hand and work with faculty and students each day. Fred Moore High School's overall strength is committment. Staff and community seek many possible avenues to reach out and provide educational choices for the students. Always keeping graduation and student progress at the front of the day's goals, Fred Moore has been a success for many years. Looking at innovative ways to serve more students and provide continued support and resources for the teachers remains a top priority at all times.

What we offer to our students at Fred Moore:

- **Early graduation**. We offer two graduation ceremonies each year in the Fall and Spring. Commencement is held at The University of North Texas.
- **Recommended and distinguished diplomas**. Fred Moore students receive the same high-school diplomas offered by the district's traditional campuses. These are accepted at all accredited colleges and universities.
- **Rigorous curriculum**. Coursework is provided online, and each FMHS student is provided a device on which to work. Lessons are completed independently with teacher tutoring and support.
- **Accelerated pacing**. Students are enrolled in the next course on their graduation plan as soon as they are ready to begin, rather than at the end of the semester.
- **Mentoring program**. In collaboration with UNT's High School Career Connect Department, students are assigned a mentor who helps prepare them to navigate the world beyond high school.

College and Career Center. We provide test preparation (STAAR, ACT, SAT, TSI, ASVAB), resume writing assistance, and application support for jobs, colleges and the FAFSA. We also offer a career fair with participation from businesses and universities.

- **Clubs and organizations**. Our school provides a variety of clubs and leadership organizations that allow students to support their campus and community, foster friendships, and learn new skills.
- **Field trips**. We offer outings that promote STEM enrichment, cultural awareness, and college and career readiness.
- **Leadership and Attendance incentives**. We are a rewards-based campus that recognizes student achievements both inside and outside the classroom.
- **Scholarship opportunities**. Our staff encourages and assists with scholarship opportunities and applications.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. **Root Cause:** Need for growth without sacrificing the smaller teacher to student ratio.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: December 17, 2021

Goal 1: Teaching & Learning

In pursuit of excellence, we will:
* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* 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: Through the implementation of best teaching practices in an online learning environment, Fred Moore High School will increase the STAAR performance rate for all students in mathematics by 10%, and the STAAR performance rate for all students in the areas of Science, Language Arts, and Social Studies by 8%.

Evaluation Data Sources: EOC test data for STAAR. TSI, ACT/SAT test results...PSAT

Strategy 1 Details	Formative Reviews		
Strategy 1: Target EOC objectives in EOC Direct Teach campus classes taught in English 1, 2 and Biology, Algebra 1, and U.S. History.	Formative		
Strategy's Expected Result/Impact: Increase in student passing rate **Staff Responsible for Monitoring:** Core teachers, Administration, Counseling	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporation of HB 4545 requirements in the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and U.S. History. Use of curriculum designed to meet the needs of 30 hours of accelerated study in all areas of EOC assessment for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that is designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing.	Formative		
Strategy's Expected Result/Impact: Increase in the overall passing rate for those students who have previously been unsuccessful. **Staff Responsible for Monitoring:** Core teachers in tested subject areas, Administration, Counseling.	Dec	Mar	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 by utilizing facility to add Yoga, family fitness, and other forms of recreation and entertainment
* Effectively communicate achievements and recognition to the Denton ISD community

Performance Objective 1: Continued support for teachers and staff for the service to the Fred Moore community. Recognition and rewards for beginning, middle, and end of year accomplishments. Addition of Fred Moore Family Center to aid families of the community with any social/emotional needs that might arise.

Evaluation Data Sources: Teacher and Student recognition programs for regularly scheduled events throughout the school year.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Begin nominations for staff of the month and students of the month beginning in October. Recognize to entire school, and award student and staff with lunch and small gift items. **Strategy's Expected Result/Impact:** Growth in overall campus positivity and self esteem for students and staff. **Staff Responsible for Monitoring:** Teachers, Paraprofessionals, Administration, and Counseling.			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Opportunities for Students

In pursuit of excellence, we will:

* Support college, career, military and life readiness
* Engage students in extracurricular clubs and organizations
* Create professional awareness days to help with career exploration
* Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life
* Increase the number of opportunities for FMHS to serve larger numbers of students across the district
* Help with the work in creating Fred Moore Family Center to promote counseling and other services to the Fred Moore and Denton ISD community

Performance Objective 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating. Maintain focus on the College, Career Readiness measure, encouraging students to pursue coursework that promotes college and career readiness. Encourage local college campus visits to see the opportunities for Seniors during the early portions of each semester. Bring local professionals in to speak with students about career choices.

Evaluation Data Sources: CCMR report from Texas Education Agency.
NCTC/UNT/TWU campus feedback from student tours.

Addendums

Denton Independent School District

Advanced Technology Complex

2021-2022 Campus Improvement Plan

Mission Statement

We will teach students to think and learn focusing on career pathways.

Vision

At LaGrone Academy, we will:

Build respectful relationships
Appreciate uniqueness in each student
Ensure college and career readiness
Teach critical thinking
Listen to our students
Love students first

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LaGrone Academy is a Denton ISD school of choice that opened in August 2021 serving 11th & 12th grade students full-time and all DISD campuses part-time with a focus on career and industry. Our gender enrollment is basically split, with males slightly higher at 51.2% of our population. The majority of our students are white (49.76%) with Hispanic/Latin (33.82%) and Black/African American (12.51%) rounding out the top 3. Almost 9% of our students are served with an IEP and 11.65% are English Learners. Most of our staff members are teaching CTE courses, with all CTE instructors joining us from Industry. We added 11 new teachers to our campus this year to start LaGrone Academy. Eight teachers are responsible for our core subjects (2 each in Math, Science, Social Studies, and English), 2 of the new hires teach 90-minute electives, and one serves our Special Education population.

Demographics Strengths

Our strength lies in the fact that, as a brand new school in DISD, we are serving just over 200 students who chose to enroll, with both males and females being drawn to our campus.

Student Learning

Student Learning Summary

LaGrone Academy serves 11th and 12th grade students. so we will only be administering the US History EOC for state exams, with the exception of students who need to re-take an EOC. Along with the other DISD campuses, we will also be offering the PSAT, TSI and SAT. As a new campus, we have no historical data so progress cannot be appropriately measured at this time. We have implemented an 85 minute mid-day period where students not only eat lunch but also have access to credit recovery and tutorials. Because of our time built into the school day for tutorials and credit recovery, we anticipate a very high graduation rate. In addition, students who came to us without meeting CCMR will be able to either earn a certification through their career class or by other means including: PSAT, TSI, SAT and mid-day testing opportunities.

Student Learning Strengths

Our strength is definitely in the fact that we have an 85-minute mid-day period where students can seek additional help via tutorials, can recover credit as needed, or can utlilize additional time towards earning certification.

School Processes & Programs

School Processes & Programs Summary

The primary focus of LaGrone Academy is career and industry with our core supplementing student learning. We offer several CTE Programs of Study: Architecture & Construction; Arts, A/V Technology & Communications; Education & Training; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security, Government; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. While the curriculum for each program and course is vertically aligned, we strive to connect our core teachers to our career teachers to engage in cross-curricular opportunities as often as possible. Doing so enhances student engagement since students recognize the connection between their chosen career area and the core subjects.

School Processes & Programs Strengths

LaGrone Academy's strength is in the cross-curricular opportunities between CTE courses and core subjects. Students recognize the connections between the two, resulting in enhanced engagement.

Perceptions

Perceptions Summary

As a new school, we have no data to report regarding attendance, behavior, and graduation rates. We are, however, making focused efforts to engage our students in a variety of ways. Daily, we have staff members greet students as they arrive (our "first impressions" team) while upbeat music plays throughout our atrium area. On Fridays, we dance! Students and staff enthusiastically participate in group dances and encourage others to do so. We surveyed the students to gain insight into interests and have several clubs and events in the works based upon the results. We frequently welcome outside visitors as all teachers are encouraged to invite speakers/experts to share experiences and ideas. In addtion and while it is informal, we daily make an effort to question students on how we're going and to ask for suggestions on how to make LaGrone Academy better.

Perceptions Strengths

While no formal school climate survey has been performed yet, we anticipate positive results based upon a multitude of comments (verbal and written) from both parents and students on their experience with LaGrone Academy.

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: 100% of eligible HB4545 students will be served by April 2022.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Identify students needing accelerated instruction based on previous EOC results and implement tutorials during the school day. **Strategy's Expected Result/Impact:** All identified students will be provided accelerated instruction according to their needs. **Staff Responsible for Monitoring:** Sides, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Utilize resources from University of North Texas (Go Center) for both college prep and academic tutorial support for target populations. **Strategy's Expected Result/Impact:** Academic and college/career support for students. **Staff Responsible for Monitoring:** Susan Reyes **Title I Schoolwide Elements:** 2.4, 2.5			

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
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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 2: Provide relevance to student learning by connecting standards to core subject areas from CTE courses.

Evaluation Data Sources: Lesson plans, meeting schedule, agendas

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide opportunities for core and CTE teachers to meet to discuss connections, and provide time for teachers to incorporate discoveries into lesson plans. **Strategy's Expected Result/Impact:** Students become more engaged in core subjects due to interest in career area. **Staff Responsible for Monitoring:** Bourland, Principal; Sides, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: 100% of teachers, administrators, and counselors will be trained on school safety by December 2021.

Evaluation Data Sources: Sign in sheets, agendas

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Schedule and hold both required and supplementary safety trainings to promote investment in teacher learning and contribution to a safe learning environment. **Strategy's Expected Result/Impact:** Staff members will be trained in order to increase their confidence and the likelihood of survival for staff and students in the event of an active shooter or similar threat incident occurs on campus. **Staff Responsible for Monitoring:** Bourland, Principal; Sides, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: School and district staff will be informed on trauma care practices addressing Board Policy FFBA (Legal) and FFBA (Local).

Evaluation Data Sources: Climate and Culture Survey, Student Risk Survey, addition of counselors at elementary campuses

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Hold Stop the Bleed and AED/CPR training for identified staff. **Strategy's Expected Result/Impact:** Staff members trained will be equipped to respond to trauma and other emergencies. **Staff Responsible for Monitoring:** Goodman, Nurse **ESF Levers:** Lever 3: Positive School Culture			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Growth & Management

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

Performance Objective 1: Denton ISD HR will reduce the 0-5 year teacher turnover rates to 15% by the year 2022.

Evaluation Data Sources: HR records, Teacher service records, TTESS evaluation data.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Support new teachers with professional development targeting their needs. **Strategy's Expected Result/Impact:** New teachers feel supported and equipped to perform their role. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Growth & Management
In pursuit of excellence, we will:
* Recruit, employ and retain high quality teachers
* Remain committed to providing equitable and outstanding opportunities for every student on every campus
* Work with the community in planning and facility development
* Utilize citizens' advisory committees to focus on short and long-term tasks
* Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
* Demonstrate effective and efficient management of district resources
* Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
* Encourage teachers and staff to pursue advanced degrees
* Pursue energy efficiency and conservation principles
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

Performance Objective 2: Increase building capacity to grow existing programs and expand to offer additional pathways.

Evaluation Data Sources: Planning meetings scheduled, meeting agendas, needs analysis, cost analysis,

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with building committee to determine market trends, budget needs, and program growth.	Formative		
Strategy's Expected Result/Impact: Develop a building plan within budget that will accommodate growth in current programs, and expansion into new CTE areas and will provide space for core subjects in the building. **Staff Responsible for Monitoring:** Bourland, Principal **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 64% to 92% by August 2024.

HB3 Goal

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Identify students needing a CCMR point and provide avenues for attaining, i.e. career certifications and administering the PSAT, SAT and TSI. **Strategy's Expected Result/Impact:** Increase the number of students meeting the CCMR criteria. **Staff Responsible for Monitoring:** Reyes, Counselor; **TEA Priorities:** Connect high school to career and college			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Engage students in extracurricular clubs and organizations

Evaluation Data Sources: Meetings scheduled, agendas, attendance, membership

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify student interests through surveys, career and core courses and identify staff leaders.	Formative		
Strategy's Expected Result/Impact: Clubs formed according to student interests. **Staff Responsible for Monitoring:** Bourland, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

No Progress Accomplished Continue/Modify Discontinue

Addendums

Denton Independent School District

Myers Middle School

2021-2022 Campus Improvement Plan

Mission Statement

We are committed to empowering our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERYDAY.

Vision

Excellence is our daily standard! Everdy day counts, every student counts, every employee counts.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Sources Reviewed

Potential Data Sources: Data fround @ TEA 2019-2020
https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2020&lev=C&prgopt=reports/tapr/student.sas&id=061901049

- Enrollment- 875
- Attendance- 96.6%
- Ethnicity: See link above
- Gender- Male- 49.8%; Female- 50.2%
- Mobility/Stability: See link above
- Special Program Participation-
- At-Risk by Category- See link above
- Teacher-Student Ratios 12:1
- Graduation, Completion, Dropout, and GED rates- N/A
- Course/Class Assignments- N/A
- College/University/Dual Credit/Advanced Placement Enrollment N/A

Demographics Strengths

Community and PTA support

Food pantry and Clothes pantry now open
All communications with school and home are in english and spanish
Support for specific families
and services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to hire a diverse staff

Problem Statement 2: Increase staff visibility

Problem Statement 3: Find ways to increase opportunities for parents to engage in campus events.

Problem Statement 4: High student enrollment in extra-curricular activities

Student Learning

Student Learning Summary

Potential Data Sources:

- n State Assessment Data
- n TELPAS and AMAO Results
- n SAT/ACT/PSAT Results
- n Advanced Course/Dual Enrollment Data
- n Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- n State and AYP Data Tables
- n Texas Success Initiative (TSI) Data
- n Course/Class Grades
- n Graduation, Completion, Dropout, and GED Rates; Diploma Types
- n Promotion/Retention Rates
- n Classroom and Program Assessments and Other Data
- n Student Work

TEA 2017 and 2018 Accountability Summary	n	Enhanced/Honors Enrollment
TEA 2016-2018 School Report Card	n	Failure Report
2016-2018 Texas Academic Performance Report	n	Attendance
TELPAS	n	2019-2020 MAP Scores
Common Assessments	n	

Student Learning Strengths

Detention/Retention/After-School

5 Distinguishments in 2018 in ELAR, Science, Growth, Closing Gaps, and Postsecondary Readiness
Diversifying student population in special courses (Algebra)
Growth in interest for tech course
MAP Testing
Grading Accountability
Honor's Class Selection

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase attendance to Wednesday/Thursday Academic School

Problem Statement 2: LEP academic needs

Problem Statement 3: Home Visits for students with excessive absences

Problem Statement 4: Training on how to use MAP Data to increase engagement student achievement

Problem Statement 5: Beginning of the year and of priority importance

Problem Statement 6: Re-organize how honors students are selected and recommended with supporting data for teacher selections

Problem Statement 7: Revisit grading policy

Problem Statement 8: Training on how to use MAP Data to increase engagement student achievement

School Processes & Programs

School Processes & Programs Summary

Potential Data Sources:

- n Teacher Certification/Qualification Data
- n Paraprofessional and Other Staff Qualifications
- n Staff Effectiveness in Relation to Student Achievement
- n PDAS and/or Other Staff Effectiveness Data
- n Staff Mobility/Stability
- n Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- n Professional Development Data
- n Teacher-Student Ratios
- n Graduation, Completion, Dropout, and GED rates
- n Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

	Teacher Interviews	n	Teacher Demographics
n	Staff Degrees & Certification	n	Grade Reports
	T-TESS Data	n	Teacher - Student Ratios
	Special Programs Certifications	n	

School Processes & Programs Strengths

Diverse teaching staff

Opportunities for leadership
PLC

Hiring Committees
Highly Qualified Staff
Strengths with Staff
Number of teachers seeking advanced degrees, professional development
Staff Highlight Strength Videos

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication and Collaboration for non-teamed departments

Problem Statement 2: Involve all in the DTMSS process

Problem Statement 3: Teacher Appreciation & Recognition

Problem Statement 4: Recognition for support staff, para-professionals, and substitutes

Problem Statement 5: PD Opportunities

Problem Statement 6: Experienced teachers

Problem Statement 7: Support for new teachers and teachers new to the campus

Perceptions

Perceptions Summary

Potential Data Sources:

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

	Climate & Culture Survey	n	Counselor's Surveys
n	Hope & Engagement Survey	n	Faculty and Staff Interviews
	Campus Feedback Survey	n	
	Instructional Walk-Throughs	n	
	PTA Surveys	n	

Perceptions Strengths

Strengths Program

Students are involved in campus activities
Staff Feedback
CIS mentor program (meeting student needs)
Staff supports students during extra-curricular events
Counselors and administrators interventions for bullying allegations
Staff members mentoring students
Student Recognition (Academic Assemblies)
Thursday School started this year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Reinforce student expectations in hallways

Problem Statement 2: Campus expectations are revisited often

Problem Statement 3: Increase staff recognition

Problem Statement 4: Increase communication between staff and administration, especially with non-team teachers

Problem Statement 5: Increase instructional walkthroughs, having team members and department members conduct them.

Problem Statement 6: Establish a staff mentoring program.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

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

Performance Objective 1: By May 2022, Myers Middle School will improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student.

Evaluation Data Sources: PLC & Team Lead Agenda & sign-in sheets
Lesson plans
Instructional walks
AWARE Training
PLC Agenda & Sign in
Common Assessments
MAP Training
PLC sign-in sheets
Observation Data
Meeting with Curriculum Dept. & PDS's
Data Analysis with Instructional adjustments
Achieve 3000 Data
CIS Enrollment
TAC Data
RTI
Technology Check Out
Book Check Out
Social Media Posts, Zone Usage, Parent Surveys
Tutoring Plans
Lesson Plans
Instructional Walk Data
Team and Department PLC
Agendas
Staff Development agendas & Sign-In
MTSS Procedures & Forms

Professional Dev. Agenda & Sign-In Sheet
number of discipline reports
Advisory, Jumpstart, STAAR testing, district common assessments
Staff Development Agenda
Testing Data
Honors Enrollment
Master Schedule
Attendance Data
Truancy Report
Home Visit Logs
Outreach Sign-In
Vertical Zone Walks
Vertical Zone PLC's
Mentor roster
Parent engagement agendas
Thursday school sign-in sheet and Agenda, Student grades, student attendance

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: All core area teachers will increase the amount of time they work with the district PDS's, to improve instructional design and delivery and to increase student engagement and achievement. The district's PDS's will work with individual teachers, during PLC's and grade level teacher meetings. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Common Assessments Practice STAAR AWARE Data Increased Student Achievement **Staff Responsible for Monitoring:** PDS's, Dept. Chairs, Admin.			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Use AWARE and Content Data Analysis with all core content staff. Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis in meeting agendas. Continue campus Instructional walks and use data from these walks to improve instruction and student achievement. **Strategy's Expected Result/Impact:** Common Assessments AWARE Data Instructional Walk Data Increased Student Achievement **Staff Responsible for Monitoring:** DLS L. Meza Dept. Chair Admin. Team Leads			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Teachers will utilize vertical data to track targeted populations by cohort in order to evaluate previous performance and potential growth. Use of the school day for math with our targeted populations (Hispanic, ELL, SpEd) and reading interventions with our targeted populations (African American) by utilizing MAP testing and MAP Skills to set goals with students, monitor progress, fill in achievement gaps, and provide interventions. **Strategy's Expected Result/Impact:** Increase in student engagement and achievement within BOY, MOY, and EOY MAP results. Increase in STAAR achievement in the Meets and Masters categories **Staff Responsible for Monitoring:** Admin. Leadership PLC Core Teachers DLS			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS **Staff Responsible for Monitoring:** Admin. Dept. Chairs PDS's Teachers Secondary Current Dept. **Funding Sources:** - State Compensatory Education (SCE) - $5,000			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: Science, Social Studies, Reading, ELA, and Math and Reading teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day during advisory and outside the school day. Students in need of outside the school day will be referred to the CIS program. Teachers will also provide alternate room furnishings that will allow students who need movement to focus this opportunity, without disrupting the learning environment. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Student Achievement Increase in teacher & parent referral **Staff Responsible for Monitoring:** Teachers, Admin. CIS Couns. Parents Vol. Mentors **Funding Sources:** - State Compensatory Education (SCE) - $10,000			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology devices, software and apps for student use during classroom instruction, including, Nearpod, Classroom Libraries, Caulkins Writing. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement **Staff Responsible for Monitoring:** PDS Teachers Admin. Dept. Chair Team Lead CIS Librarian **Funding Sources:** - State Compensatory Education (SCE) - $35,342.53			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Continue campus wide focus on literacy and provide training to support this goal. Communicate with and educate parents regarding how they can support students with reading in the home environment. Students in reading intervention will pair with mentors and mentees, using BLAST, to not only improve skills in reading but social-emotional skills as well. Teachers will utilize MAP testing data to drive instruction. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Increased Student Achievement Closing Achievement Gap Student Engagement **Staff Responsible for Monitoring:** Librarian, PDS's, PTA, Admin., Dept. Chairs, CIS			

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Utilize computer based programs such as, IXL Learning, Achieve 3000, Flocabulary, No Red Ink, NewsELA, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. Students with gaps in math will have Math Intervention with their scheduled teacher using MATHia, a personalized online software program. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Software Access during school and outside of school hours Decreasing Achievement Gap Student Achievement **Staff Responsible for Monitoring:** Librarian PDS Teachers Dept. Chair **Funding Sources:** 1 - State Compensatory Education (SCE) - $60,000, - State Compensatory Education (SCE) - $8,000			

Strategy 9 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 9: Provide staff development opportunities for faculty & staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district's PDS's to provide additional content specific professional development & support the implementation of strategies learned from staff development. The Leadership PLC will disseminate AFL strategies and/or best practices to all departments by focusing on learning targets and strong/weak work (including co-creating criteria).Department chairs will work with teachers in conducting walkthroughs targeting AFL strategies. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement **Staff Responsible for Monitoring:** Admin. PDS's Second. Curr.			

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: Continue to integrate campus based DMTSS committee with district level support. Provide professional development to assist teachers with the implementation of DMTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. Continue to develop structure and consistency with student expectations, including revisited expectations and teacher accountability. The Leadership PLC will ensure supports and interventions are present on campus for every student that struggles (academically and behaviorally) through the DMTSS process. **Strategy's Expected Result/Impact:** Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom **Staff Responsible for Monitoring:** Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadership PLC			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations. **Strategy's Expected Result/Impact:** Increased enrollment in G/T courses and programs Increase in Masters Grade Level **Staff Responsible for Monitoring:** G/T Coor. Admin. Counsl. EXPO Teachers			

Strategy 12 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 12: Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment. **Strategy's Expected Result/Impact:** Improved Attendance Increased Parent Engagement Improved Student Achievement **Staff Responsible for Monitoring:** Attend. Clerk Admin Teachers Counsel. ARC CIS			

Strategy 13 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 13: Continue to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student conversations through academic vocabulary, differentiation, technology integration, and increased student engagement and content specific conversations in the classroom. Use PLC time to focus on student learning through clearly aligned learning targets and strong/weak samples within the AFL process during scheduled school hours.. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school's identified transition needs. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda **Staff Responsible for Monitoring:** Admin. Dept. Chairs ELL Dept. Secondary Cur. Dept. Librarian, High School Associate Principal			

Strategy 14 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 14: Continue to partner with CIS to provide mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site. **Strategy's Expected Result/Impact:** Increased parent engagement, Increased mentors, Increased student achievement. **Staff Responsible for Monitoring:** Admin., counsel., CIS			

Strategy 15 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 15: Utilize Wed/Thurs night school for students needing additional interventions to close academic gaps in areas of Math and Reading. Implement Thursday night detention for students with excessive absences and persistent misbehaviors. We will address the needs of HB4545, a bill passed to address gaps in learning caused by the pandemic, through weekly after-school tutorial nights. *Addresses System Safeguards **Strategy's Expected Result/Impact:** Improved attendance, Improved behavior, improved student achievement **Staff Responsible for Monitoring:** Admin., Interns, Teachers			

Strategy 16 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 16: Implementation of a Texas Lesson Study through 8th grade ELAR. This will include professional development through district and Region 11, developing a PLC, and implementation of a research based lesson. **Strategy's Expected Result/Impact:** PLC Minutes, video of lesson, increased student achievement, teachers leading professional developments **Staff Responsible for Monitoring:** Teachers			

 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: 100% of eligible HB4545 students will be served by May 2022.

Evaluation Data Sources: Advisory, Jumpstart, STAAR testing, district common assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: English Language Arts and Reading (all grade levels)Students not successful in ELAR STAAR, current grades 6-8, will receive accelerated instruction during the regular 90 minute class period. Teachers will utilize Newsela and/or Common Lit as their primary resource for completion of the 30 hour requirement. **Strategy's Expected Result/Impact:** Grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadership PLC			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Math (all grade levels)Students not successful in Math STAAR, current grades 6-8, will receive accelerated instruction each week during an advisory period. Each class will be shortened by 5 minutes, providing a 40 minute class for accelerated math instruction. Teachers will utilize IXL and/or Engaging Mathematics as their primary resource for completion of the 30 hour requirement. **Strategy's Expected Result/Impact:** grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadership PLC	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Science (current grade 6)Students not successful in Science STAAR, current grade 6, will receive accelerated instruction before school in one of our 6 tutorial classrooms as well as Friday bell-ringer exercises. Teachers will utilize Newsela and/or STEMscopes as their primary resource for completion of the 30 hour requirement. **Strategy's Expected Result/Impact:** grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadership PLC	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: After-School Tutoring for students in grades 6-8. A+ Tutoring will be utilized. **Strategy's Expected Result/Impact:** grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadership PLC	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Math and Reading Intervention classes created within the master schedule..	Dec	Mar	May
Strategy's Expected Result/Impact: grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Comm. Admin. Counsel. Diag. Dysl. Teachers 504 Dir. Leadership PLC			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Continue to involve all students in at least 1 student organization. Students who do not require accelerated instruction during the advisory period each week will attend a club activity of their choice, or Action Civics class. All students participating in these two options will rotate between Action Civics and Clubs every 3 weeks. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies.	Dec	Mar	May
Strategy's Expected Result/Impact: Ensuring student campus involvement; Campus-wide student feedback **Staff Responsible for Monitoring:** Teachers, Admin, Counselors, Librarians			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culture & Climate

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

Performance Objective 1: By May 2022, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Evaluation Data Sources: Club rosters
website
student involvement
attendance sheets
Meeting Agendas
Visitor Sign In
Master Schedule
Student Survey
Staff Development sign-in and agenda
CHAMPS posters displayed in common areas
Academic Assemblies and pep rallies
lesson plans from strength based training
discipline data
counselor referrals
Mentor sign-in
Valuable Lessons
School Messenger reports
Family Engagement Nights, Strengths Based Parenting
Leadership Opportunities, Staff Development agendas, Leadership Committees, T-TESS
Daily announcements, Student led activities, Student surveys, Diverse school decorations

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Continue to involve all students in at least 1 student organization. Students who do not require accelerated instruction during the advisory period each week will attend a club activity of their choice, or Action Civics class. All students participating in these two options will rotate between Action Civics and Clubs every 3 weeks. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies. **Strategy's Expected Result/Impact:** Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities **Staff Responsible for Monitoring:** Teachers, Sponsor, Counsel, Admin., Students, High School Staff & Students			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders groups in these mentoring programs. Offer support and guidance, through mentoring, to individual students a minimum of 2 times per month. Focus on student participation in campus clubs. **Strategy's Expected Result/Impact:** Increased Mentors, Increased Student Achievement **Staff Responsible for Monitoring:** Teachers, Sponsor, Counsel., Admin., Students, CIS, Mentors			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Teachers to greet students at the door each class period, create social contracts, and focus on positive relationships at the start of each class period. Implement Strength Based Academy at BMMS through Science and Social Studies Departments. Professional development and ongoing training for all teachers and 6th grade students. **Strategy's Expected Result/Impact:** Increased student achievement, reduce discipline referrals **Staff Responsible for Monitoring:** Teachers, Counsel., Admin., **Funding Sources:** - State Compensatory Education (SCE) - $2,000			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Campus Officer will be utilized as a motivational speaker in classrooms to increase awareness of bullying among students and staff, and create student ambassadors from identified at risk students to carry this theme throughout the year. Improve communication and education about bullying through the development training for staff and parents, a bullying webpage, and parent engagement sessions. **Strategy's Expected Result/Impact:** Reduced discipline data, better reporting of bullying to counselors **Staff Responsible for Monitoring:** Admin., Teachers Counselors			

Strategy 5 Details	Formative Reviews		
Strategy 5: Encourage ELLs to participate in GOAL and Pink Ladies. Encourage African American females to participate in Mighty Titan Girls and African American Males to participate in Valuable Lessons. Encourage students to join Student Leadership Group (Student Council) and Student PTA. Collaborate with mentors to provide tutoring and community service opportunities through these organizations. **Strategy's Expected Result/Impact:** Student Survey, increased student participation, increased student achievement **Staff Responsible for Monitoring:** Admin., Teachers, Counsel., Sponsors/ Mentors **Funding Sources:** - State Compensatory Education (SCE) - $3,000	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students. **Strategy's Expected Result/Impact:** Increased student achievement, increased student participation **Staff Responsible for Monitoring:** Admin., Teachers, Counsel., PDS **Funding Sources:** - State Compensatory Education (SCE) - $1,500	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards. **Strategy's Expected Result/Impact:** Increased Parent Engagement on Campus, Increased Parent Partnerships **Staff Responsible for Monitoring:** Counselors PTA	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide opportunities for parent representation on school committees and parent involvement on campus in a volunteer or mentor role. **Strategy's Expected Result/Impact:** Increased Parent Engagement on Campus, Increased Parent Partnerships **Staff Responsible for Monitoring:** Admin., Teachers, Counsel.	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents. **Strategy's Expected Result/Impact:** Increased teacher-leader roles at BMMS **Staff Responsible for Monitoring:** Admin., Teachers, Counsel. **Funding Sources:** - State Compensatory Education (SCE) - $8,000	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: Develop Student Leader Groups that will allow student voice in campus decisions, as well as the tolerance and understanding of others. Provide positive diverse visuals, selected by students, to reinforce positive decisions among at risk student groups. Allow students to take the lead in celebrating diversity. **Strategy's Expected Result/Impact:** Increased student involvement, increase student satisfaction **Staff Responsible for Monitoring:** Teachers, Sponsor, Counsel., Admin., CIS, PTA			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$5,000.00
1	1	5			$10,000.00
1	1	6			$35,342.53
1	1	8	1		$60,000.00
1	1	8			$8,000.00
2	1	3			$2,000.00
2	1	5			$3,000.00
2	1	6			$1,500.00
2	1	9			$8,000.00
				Sub-Total	$132,842.53
				Grand Total	$132,842.53

Addendums

Denton Independent School District

Strickland Middle School

2021-2022 Campus Improvement Plan

Board Approval Date: October 12, 2021
Public Presentation Date: October 12, 2021

Mission Statement

Strickland Vikings are the learners of today and the leaders of tomorrow.

Vision

Strickland provides a welcoming, engaged, orderly and collaborative environment for learning and continuously strives to improve all student achievement.

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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 24
- 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 30

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

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

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

*TAPR report - attached in the addendum

eSchool - enrollment data, attendance and mobility, course enrollment data

Eduphoria -program participation data,

teacher survey via Google Forms

Findings/Analysis

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

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

Strengths...

- A very diverse and resilient student population with a high number of students who are LEP, SPED, Economically Disadvantaged and at-risk.

This diversity creates unique learning opportunities and valuable real world training.

- An experienced staff where 83% of the faculty has worked at least 5 years in education.

- An increase in the number of teachers who are ESL certified.

Needs...

- Continue to meet the needs of a diverse student population and an increasing Hispanic Majority.

- Continue teacher summer readings regarding multicultural and economically disadvantaged populations.

- Correctly identify special group populations among ethnic groups.

- Address the discrepancy between teacher ethnicities and student ethnicities and how it affects students and parents.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory

Education funds, etc.)...

- **Continue to find ways to meet the needs of a diverse student population with an increasing number of economically disadvantaged students.**
- **Be prepared for a potential spike in economically disadvantaged students and an increase in mobility due to Covid-19. Find ways to provide help to those students and families through our food pantry, connections to local organizations that provide aid, and support from Communities in Schools.**
- **During hiring, continue to search for candidates who could increase the diversity in our staff demographics to better align with our student demographics.**

Demographics Strengths

- -A very diverse and resilient student population with a high number of students who are LEP, SPED, Economically Disadvantaged and at-risk.
- This diversity creates unique learning opportunities and valuable real world training.
- -An experienced staff where 83% of the faculty has worked at least 5 years in education.
- - An increase in the number of teachers who are ESL certified.
- Several platforms used to contact parents/guardians to keep them informed of school information and activities to encourage parent involvement
- With a high number of SPED students, parent participation in ARDS increased due to the ability to attend virtually.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to find ways to meet the needs of a diverse student population with an increasing number of economically disadvantaged students.

Problem Statement 2: Be prepared for a potential spike in economically disadvantaged students and an increase in mobility due to Covid-19. Find ways to provide help to those students and families through our food pantry, connections to local organizations that provide aid, and support from Communities in Schools.

Problem Statement 3: During hiring, continue to search for candidates who could increase the diversity in our staff demographics to better align with our student demographics.

Problem Statement 4: Examine ISS, OSS, and DAEP from the past 3-5 years to identify trends.

Problem Statement 5: Correctly identify special populations among ethnicities (ie-GT numbers are low especially for our Hispanic population.)

Student Learning

Student Learning Summary

Curriculum, Instruction and Assessment

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

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

- **Campus Practice STAAR results**
- **Bright Bytes data**
- **Master Schedule**
- **Course enrollment data**
- **CA data**
- **Teacher Survey**
- **Student Survey**
- **STAAR Summary Reports (attached in addendum)**
- **TELPAS Summary Reports (attached in addendum)**
- **2019-2020 TEA School Report Card (attached in addendum)**

Findings/Analysis

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

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

Strengths...

- Instructional technology to enhance curriculum, instruction, and assessment
- Honors and advance course enrollment is representative of overall demographic
- Use of Aware program to analyze data and adjust instruction
- Strong focus on standards-based grading
- Horizontal planning in all core subjects
- Identifying & intervening with students who need remediation
- Use of learning targets to focus instruction
- Growth Mindset philosophy promoted throughout campus
- "Flex tutoring" offers tutoring/reassessment in the school day
- Staff book studies, professional development, and PLCs focusing on best-practice strategies and engaging qualities
- Sheltered classes for ELLs; extensive co-teach classes
- Increased support for LEP students through TELPAS tutoring
- ELAR Practice STAAR scores (7th writing & 8th reading) were similar to last year's despite new TEKS and new curriculum

Needs...

- Provide more access to Look 2 Learning walk data and discuss goals as a campus
- Continue evolving vertical alignment in science due to 8th graders being tested on 6th & 7th grade standards
- More focus on vertical planning in all subject areas (Half of teachers surveyed say they never do this.)
- Increased cross-curricular activities so that students make connections between subjects and apply learning to their own lives (Half of teachers surveyed say they never do this.)
- Remediation for students who have gaps in subjects outside of ELAR and math
- Close achievement gaps for student subpopulations (scored a 70 on "Closing the Gaps" on 18-19 TEA school report card
- Increase focus on vertical alignment for 2021-22 school year to address gaps from school closure
- Address equity & access for student sub-pops during school closures--technology, books, etc
- Massive number of HB4545 tutoring hours required in 6th science and all grades math and reading.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

In our back-to-school PD, faculty meetings, and campus inservice days, we will need increased focus on Look 2 Learning data, closing gaps in student sub-pops, and cross-curricular planning. We will also need to provide more time and resources for vertical planning to address gaps due to the "Covid Gap". Particular attention should be paid to how potential future shutdowns could affect our low SES, Sped, and LEP students to provide equity and access to technology, books, and other resources. Increased support for science and social studies (through additional tutoring, Saturday activities, etc.) is also needed to address complexity of TEKS and scope & sequence challenges.

Technology

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

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

BrightBytes Clarity Survey

Campus Inventory

Campus Checkout Schedule

Eduphoria Workshop

DLS Calendar

Findings/Analysis

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

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

Strengths...

- Access
  - devices, software/apps, and connectivity
- Classroom
  - Assessment
- Foundational Skills
  - Students & Teachers
- Leadership
- Technical support
- Beliefs
- Foundational skills of students and teachers
- Budget

Needs...

- Professional Learning Opportunities/Planning opportunities/Training
- Digital Citizenship Support
- Teacher & Student use of the 4C’s - Creating, Collaborating, Critical Thinking, & Communication
- Classroom Management Ideas for Technology Use
- Devices to replace the EOL Chromebook Devices and size of carts
- Devices to replace EOL iPads.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom, excellent access to a variety of technology tools and devices, and the support needed to implement these tools and resources. We need continued professional learning and planning opportunities for technology integration in the classroom, instruction in using technology to address the 4C's in our classrooms, and support implementing Digital Citizenship instruction in the classroom. Teachers request additional support and training in the areas of critical thinking, multimedia, and classroom management with technology. The campus will need to purchase additional Chromebooks, iPads, and carts to meet the classroom demand and to replace the devices that are at End of Life.

We have the following numbers of students in need of HB4545 tutoring(30 hours per subject):

6th grade:

math - 113 students

reading - 95

science - 134

Total 6th - 342

7th grade:

math - 93

reading - 105

Total 7th - 198

8th grade:

math - 138

reading - 103

Total 8th - 241

Total students - 781

Total hours - 23,430 hours of tutoring

Student Learning Strengths

- Instructional technology to enhance curriculum, instruction, and assessment
- Honors and advance course enrollment is representative of overall demographic
- Use of Aware program to analyze data and adjust instruction

- Strong focus on standards-based grading
- Horizontal planning in all core subjects
- Identifying & intervening with students who need remediation
- Use of learning targets to focus instruction
- Growth Mindset philosophy promoted throughout campus
- “Flex tutoring” offers tutoring/reassessment in the school day
- Staff book studies, professional development, and PLCs focusing on best-practice strategies and engaging qualities
- Sheltered classes for ELLs; extensive co-teach classes
- Increased support for LEP students through TELPAS tutoring

- Strong focus on interventions for struggling students.
- Outperformed comparison campuses in almost every subgroup for 7th grade writing (despite higher student numbers).
- Progress on closing gaps for student subgroups (especially in math).
- More students in advanced math classes than any other middle school.
- Over ½ of our 7th and 8th graders enrolled in Honors classes.
- Number of students considered college and career ready based on lexile climbed 8.5%.
- Strong teacher participation in summer professional development.
- Summer book studies for staff focus on student achievement and SEL strategies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Accelerated instruction/supplemental instruction needed for math and reading for more than 1/3 of our students.

Problem Statement 2: Remediation needed for students who have gaps in subjects outside of ELAR and math.

Problem Statement 3: Massive number of HB4545 tutoring hours required in 6th science and all grades math and reading. (23,430 hours)

Problem Statement 4: Continue closing gaps for student subgroups, especially LEP and SpEd and especially for reading and writing.

Problem Statement 5: More longitudinal "apples to apples" comparison data in Aware.

School Processes & Programs

School Processes & Programs Summary

School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master Schedule

CLT

Teaming

Student support

Physical environment

Answers to a survey given to all staff members- 50 responses

Findings/Analysis

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

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

Strengths...

-PLC time embedded in schedule

-Team time embedded in schedule

-Beautiful and functional new building with separate learning and collaboration spaces for each grade level.

-Systems in place to support academic learning and SEL

Their teachers felt that more PreAP / Honors students were ready for next year’s PreAP or Honors Classes.

- Most staff members want to connect and reach out to others.

- As a staff, we are very connected.

- Teachers have students reassess at a variety of times to meet the students’ needs.

Needs...

-There are members of our staff who do not feel as connected as they would like.

- Teachers continue to have difficulty getting the students they need during flex tutoring.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory

Education funds, etc.)...

-Some team members don't feel as connected as they would like. We think this will continue to improve as staff members get to know their fellow co-workers as they are invited to participate in activities outside of the workday, as well as regular interactions inside the workday, such as duties and team meetings.

- Continue SEL, Social Emotional Learning, with adults, as well as students and parents.

-Teachers continue to have difficulty getting certain students for flex. We feel that establishing a shared system to claim the high needs kids would be beneficial. There would not need to be funds allocated to this issue, it would be something that can be set up during team meetings.

School Processes & Programs Strengths

- -PLC time embedded in schedule
- -Team time embedded in schedule
- -Beautiful and functional new building with separate learning and collaboration spaces for each grade level.
- -Systems in place to support academic learning and SEL
- Their teachers felt that more PreAP / Honors students were ready for next year's PreAP or Honors Classes.
- - Most staff members want to connect and reach out to others.
- - As a staff, we are very connected.
- - Teachers have students reassess at a variety of times to meet the students' needs.

- Decisions are made through the CLT committee which meets consistently to get campus input from stakeholders
- Campus leadership roles and responsibilities are clearly defined
- Opportunities for professional growth in desired area(s) is supported
- Data is evaluated to ensure that all students are showing improvement
- Communicate with parents through email, school messenger, social media and by phone
- PD is consistently led by teachers and staff regarding identified areas of need using data and staff input
- Common curriculum developed by district to support state standards (TEKS)
- Focus on growth mindset and student ownership of learning

- Increased number of students participating in advance/honors courses in core content areas
- More kids in advanced math than other middle school campuses in the district
- Dual language program
- Educating teachers on equity and opportunity for all students and how to identify ESL/special populations for honors
- High percentage of students in fine arts and providing ways for equal access
- High school programs recruit during lunches (ie: ROTC)
- Talent Search-College Readiness, Naviance-Career matches and career units/discussions in classes
- CTE courses provide real-life experiences/projects
- Technology: 1 to 1; jetpacks and chromebooks; carts; each team has a cart for students who forget; iPad cart
- Committees and systems in place to get input from stakeholders regarding safety
- SEL practices used to build relationships to support students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue SEL, Social Emotional Learning, with adults, as well as students and parents.

Problem Statement 2: Work to provide events, activities, etc. that allow staff to have fun at work and relieve some of the stress. This will allow adults to get to know staff outside their grade level and department as well.

Problem Statement 3: Collaborate to ensure that Flex continues to be beneficial for all.

Problem Statement 4: Work to ensure equity across fine arts course enrollments.

Problem Statement 5: Equity pieces will continue to be monitored and matched to school demographics.

Perceptions

Perceptions Summary

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

student growth mindset survey, student climate & culture survey, staff perceptions survey

Findings/Analysis

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

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

Strengths...

-
- 97% of our students feel they can succeed if they work hard. (90% last year)
- 95% of our students feel tutoring helps. (90% last year)
- Most students believe they can learn.
- 84% of students feel safe in the locker room. (86% last year)
- 91% of students feel they have a best friend at school. (90% last year)
- 98% of the students feel like teachers treat them with respect. (88% last year)
- 94% of the staff feels safe at school.
- 89% of the staff feel like they have someone to go to for help (grades, curriculum, etc.)

Needs...

- 6% of students don't feel supported
- 20% of our students do not feel safe from teasing in the hallways.
- 55.8% of our students do not attend before or after school tutoring. (60% last year)
- 9% of our students are not involved in a club, fine arts or sports team.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue flex-tutoring to address tutoring needs, continue to offer clubs and other extracurriculars for student involvement, continue Viva la Vikings for staff, continue restorative practices to build relationships and help with respect, continue “family time” to build positive connections

Perceptions Strengths

- 97% of our students feel they can succeed if they work hard. (90% last year)
- 95% of our students feel tutoring helps. (90% last year)
- Most students believe they can learn.
- 91% of students feel they have a best friend at school. (90% last year)

- 98% of the students feel like teachers treat them with respect. (88% last year)
- SEL and Restorative Practices a campus-wide priority
- Repair circles and stay away agreements to reduce conflict & teach communication and conflict resolution skills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase variety of clubs and organizations so that everyone has a place to belong.

Problem Statement 2: Increase opportunities for student and staff recognition.

Problem Statement 3: Continue with implementation of SEL and restorative practice to build relationships.

Problem Statement 4: Partner with CIS/ACE so that students without transportation are able to stay for tutoring.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

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

Performance Objective 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student.

Evaluation Data Sources: Benchmarks, IXL and Achieve 3000, common assessments, NWEA MAP data, State Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning, and PLCs), so that they are able to ensure that all student groups are achieving.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved student achievement should be reflected in data from common assessments, benchmarks, MAP, and STAAR data . **Staff Responsible for Monitoring:** Principals, department heads, teachers **Funding Sources:** Professional Development - State Compensatory Education (SCE) - $3,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize common assessments, MAP, benchmark testing (IXL for math and Achieve 3000 for reading), and Aware in all core subject areas with a PLC focus on eliminating learning gaps.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth) **Staff Responsible for Monitoring:** Principals, teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Integrate technology to enhance instruction so that at-risk students have access to online resources and opportunities for online collaboration.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in L2L engagement data, CNA survey data, student achievement data **Staff Responsible for Monitoring:** Principals, librarian, DLS, teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Chromebooks and Chromebook cabinets - State Compensatory Education (SCE) - $46,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize web-based learning tools (including IXL, Achieve 3000, Mathia, library online databases, and STEMscopes), especially with ELL students and students in double-blocked co-teach math and reading.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Student growth as evidence by achievement data (including MAP, CAs, Achieve3000, IXL, and STAAR) **Staff Responsible for Monitoring:** Teachers **Funding Sources:** Web-based learning tools - State Compensatory Education (SCE) - $14,500			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide related professional development, support, and coaching to ensure all teachers are using best practices, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, and engaging qualities to reach all learners, especially those at-risk.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Student growth as evidenced by achievement data **Staff Responsible for Monitoring:** Teachers			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas.	Formative		
Strategy's Expected Result/Impact: Improved STAAR results with a minimum of one year's growth for all students.	Dec	Mar	May
Staff Responsible for Monitoring: Principals/teachers **Funding Sources:** Tutors - State Compensatory Education (SCE) - $5,000			

Strategy 7 Details	Formative Reviews		
Strategy 7: Schedule reading interventions classes for students most at-risk in reading (appropriate to needs, for example: ESL reading intervention, Dyslexia therapy, or reading intervention).	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Student growth as evidence by achievement data **Staff Responsible for Monitoring:** Principals, counselors **Funding Sources:** Jessica Baker - State Compensatory Education (SCE)			

Strategy 8 Details	Formative Reviews		
Strategy 8: Build library collection with multi-level/high interest material (fiction and nonfiction) and eBooks with selection based on need of students in reading intervention classes as well as ELL students in sheltered instruction.	Formative		
Strategy's Expected Result/Impact: Increased library usage and improved reading achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Principals, librarians, teachers			
Funding Sources: Library books - State Compensatory Education (SCE) - $5,000			

Strategy 9 Details	Formative Reviews		
Strategy 9: Schedule double-blocked co-teach math and/or sheltered math intervention for our most at risk students not mastering grade level math TEKS.	Formative		
Strategy's Expected Result/Impact: Student growth as evidenced by benchmark and common assessment data, MAP data, and STAAR results.	Dec	Mar	May
Staff Responsible for Monitoring: Principal, counselors			

Strategy 10 Details	Formative Reviews		
Strategy 10: Staff book studies	Formative		
Strategy's Expected Result/Impact: Presentation of timely and relevant information at staff meetings	Dec	Mar	May
Staff Responsible for Monitoring: Principals, teachers			
Funding Sources: Books - State Compensatory Education (SCE) - $4,000			

Strategy 11 Details	Formative Reviews		
Strategy 11: Continue to implement Book Whisper strategies in all ELAR classes as well as school wide with staff.	Formative		
Strategy's Expected Result/Impact: Increased library usage and increased student Lexile levels	Dec	Mar	May
Staff Responsible for Monitoring: Principals, reading teachers, librarian			
Funding Sources: classroom library books - At-Risk (SCE) - $4,000			

Strategy 12 Details	Formative Reviews		
Strategy 12: Use Mathia and IXL in double-blocked co-teach math.	Formative		
Strategy's Expected Result/Impact: Improved student achievement as evidenced by common assessments and benchmark data, MAP data and STAAR results	Dec	Mar	May
Staff Responsible for Monitoring: Math teachers			
Funding Sources: Online learning tools - State Compensatory Education (SCE) - $5,500			

Strategy 13 Details	Formative Reviews		
Strategy 13: Use Writer's Resources folders (in digital or physical form) to standardize expectations for writing across the curriculum. Resources are being moved to a digital format to increase accessibility during Covid protocols.	Formative		
Strategy's Expected Result/Impact: Improved student writing across the curriculum	Dec	Mar	May
Staff Responsible for Monitoring: ELAR Department head, teachers			

Strategy 14 Details	Formative Reviews		
Strategy 14: Collaborative guidance lessons with 8th grade focusing on motivation to achieve, goal-setting, planning, and transition.	Formative		
Strategy's Expected Result/Impact: Improved STAAR results, increased enrollment in pre-AP, more students on Honor Roll, and less students on failure reports	Dec	Mar	May
Staff Responsible for Monitoring: Principal, counselors			

Strategy 15 Details	Formative Reviews		
Strategy 15: Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources and platforms texts in history, SIOP strategie,s and language objectives.	Formative		
Strategy's Expected Result/Impact: Student growth as evidence by multiple sources of achievement data	Dec	Mar	May
Staff Responsible for Monitoring: Teachers			

Strategy 16 Details	Formative Reviews		
Strategy 16: Implement Co-teach in all core content at 8th grade. Implement Co-teach or inclusion in all core content at 6th and 7th grade.	Formative		
Strategy's Expected Result/Impact: Student growth as evidenced by mutliple sources of achievement	Dec	Mar	May
Staff Responsible for Monitoring: Teachers			

Strategy 17 Details	Formative Reviews		
Strategy 17: Share 8th grade MAP and pre-test data with HS teams to facilitate appropriate transition for at-risk 9th graders.	Formative		
Strategy's Expected Result/Impact: Appropriate scheduling of students at the transition to high school	Dec	Mar	May
Staff Responsible for Monitoring: Principal, counselors			

Strategy 18 Details	Formative Reviews		
Strategy 18: Implement flex tutoring to improve student mastery of essential content and reduce failure rates campus-wide at all grade levels.	Formative		
Strategy's Expected Result/Impact: Student growth as evidenced in student achievement data	Dec	Mar	May
Staff Responsible for Monitoring: Principal, APs, teachers			

Strategy 19 Details	Formative Reviews		
Strategy 19: Work with feeder LPAC committee chairs to set high expectations and to facilitate appropriate transitions for our ELLs.	Formative		
Strategy's Expected Result/Impact: Appropriate transitioning planning and student growth	Dec	Mar	May
Staff Responsible for Monitoring: Principal, LPAC chairs			

Strategy 20 Details	Formative Reviews		
Strategy 20: Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Calkins Units of Study to increase student engagement, provide differentiated instruction, and improve student achievement.	Formative		
Strategy's Expected Result/Impact: Student growth as evidenced by student achievement data	Dec	Mar	May
Staff Responsible for Monitoring: Principal, ELAR teachers			

Strategy 21 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 21: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students struggling in core content classes. **Strategy's Expected Result/Impact:** Decreased failure rates **Staff Responsible for Monitoring:** Core content teachers			

 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: 100% of eligible HB4545 students will be served by May 2022.

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule Reading Intervention for all HB4545 reading students.	Formative		
Strategy's Expected Result/Impact: Reading improvement **Staff Responsible for Monitoring:** Counselors, administrators, ELAR teachers, reading teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule double-blocked math or math intervention for most HB4545 math students.	Formative		
Strategy's Expected Result/Impact: Math improvement **Staff Responsible for Monitoring:** Counselors, administrators, math teachers, math intervention teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the Flex Tutoring Schedule twice weekly to provide HB4545 supplemental instruction (tutoring) for science, math, and reading HB4545 students.	Formative		
Strategy's Expected Result/Impact: Improved achievement in science, math, and reading. **Staff Responsible for Monitoring:** Counselors, administrators, math, science, ELAR, and reading teachers. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize an A+ tutor for supplemental math tutoring to address needs of HB4545 math students.	Formative		
Strategy's Expected Result/Impact: Improved math achievement **Staff Responsible for Monitoring:** Counselors, administrators, math teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: 6th grade math teacher tutoring small groups 3 periods a day. Each student is scheduled 45 minutes per week.	Formative		
Strategy's Expected Result/Impact: Improved math achievement **Staff Responsible for Monitoring:** Math teacher, administrators, counselors **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Work with ACE to identify HB4545 students in the program and enroll students needing tutoring to provide 45 minutes of tutoring each day.	Formative		
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** ACE coordinator, teachers, counselors, and administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: 6th grade science teacher providing tutoring to HB4545 students one period a day. Each student is scheduled 45 minutes per week.	Formative		
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Teacher, counselors, and administrators **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Before and after school tutoring for math, reading, and science.	Formative		
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Teachers, counselors, principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Dec	Mar	May

No Progress Accomplished Continue/Modify Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in continuous improvement of school culture.

Evaluation Data Sources: Climate surveys, Discipline data, Student survey data, Attendance and parent feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post to the marquee and Scholastic TVs, complete all school messenger and written parent communication in English and Spanish.	Formative		
Strategy's Expected Result/Impact: Parent attendance and feedback	Dec	Mar	May
Staff Responsible for Monitoring: All SMS staff and PTSA			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make Vikings GROW a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning.	Formative		
Strategy's Expected Result/Impact: Discipline referrals and data, climate surveys	Dec	Mar	May
Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule Child Advocacy Center presentation: Internet Safety for teens (for students and parents).	Formative		
Strategy's Expected Result/Impact: Discipline referrals and data, climate surveys, community service projects	Dec	Mar	May
Staff Responsible for Monitoring: Counselors, CIS			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Safety Net Program, a positive action program for at-risk students.	Formative		
Strategy's Expected Result/Impact: Student	Dec	Mar	May
Staff Responsible for Monitoring: Counselors			

Strategy 5 Details	Formative Reviews		
Strategy 5: WEB (Where Everybody Belongs) 6th grade transition program.	Formative		
Strategy's Expected Result/Impact: Climate surveys, discipline data	Dec	Mar	May
Staff Responsible for Monitoring: WEB sponsors, principals			
Funding Sources: - State Compensatory Education (SCE) - $2,240			

Strategy 6 Details	Formative Reviews		
Strategy 6: Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter, and Instragram and provide opportunities for parent to sign up.	Formative		
Strategy's Expected Result/Impact: Honor roll and failure reports	Dec	Mar	May
Staff Responsible for Monitoring: Principals, teachers, counselors, ITS			

Strategy 7 Details	Formative Reviews		
Strategy 7: Path to Scholarship program.	Formative		
Strategy's Expected Result/Impact: Discipline, grade, assessment, and course enrollment data	Dec	Mar	May
Staff Responsible for Monitoring: PTS teacher presenters			

Strategy 8 Details	Formative Reviews		
Strategy 8: "Generation Texas" college week as well as ongoing emphasis on higher education and college readiness (12/7-12/11).	Formative		
Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data	Dec	Mar	May
Staff Responsible for Monitoring: Principals, counselors, teachers			

Strategy 9 Details	Formative Reviews		
Strategy 9: Promote use of STOPit.	Formative		
Strategy's Expected Result/Impact: Climate survey and Gallup Hope Engagement and Well-being survey	Dec	Mar	May
Staff Responsible for Monitoring: Counselors, principal, teachers			

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolutions, growth mindset, career/college exploration, and communication skills.	Formative		
Strategy's Expected Result/Impact: Referrals	Dec	Mar	May
Staff Responsible for Monitoring: Counselors, principal			

Strategy 11 Details	Formative Reviews		
Strategy 11: Implement "Family @ SMS": all students and staff are part of a family that meets on Monday. They support and advocate for each other. This promotes a sense of belonging. (Currently postponed due to Covid protocols)	Formative		
Strategy's Expected Result/Impact: Improved student survey results regarding a sense of belonging	Dec	Mar	May
Staff Responsible for Monitoring: Counselors, principals, and teachers			

Strategy 12 Details	Formative Reviews		
Strategy 12: Use adventure based group counseling with 6th grade students to increase positive interactions and engagement and to reduce discipline referrals.	Formative		
Strategy's Expected Result/Impact: Discipline referrals	Dec	Mar	May
Staff Responsible for Monitoring: Counselors, teachers, principals			

Strategy 13 Details	Formative Reviews		
Strategy 13: Implement Gallup Strengths program in 6th, 7th, and 8th grade.	Formative		
Strategy's Expected Result/Impact: Improvement in grades, behavior, and positive leadership skills	Dec	Mar	May
Staff Responsible for Monitoring: Principals, Strengths coach, health teachers			

Strategy 14 Details	Formative Reviews		
Strategy 14: GOAL program.	Formative		
Strategy's Expected Result/Impact: Behavior and positive leadership skills	Dec	Mar	May
Staff Responsible for Monitoring: GOAL Coaches			

Strategy 15 Details	Formative Reviews		
Strategy 15: Implementation of the following clubs and organizations: Garden, Jazz and Pop Choir, Fiddle Club, Yearbook, Newsletter, D&D, Board Games, Chess, KPOP, Anime	Formative		
Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades and leadership skills	Dec	Mar	May
Staff Responsible for Monitoring: Teacher sponsors			

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Personnel for Strickland Middle School

Name	Position	FTE
Jessica Baker	Reading Intervention	0

Campus Funding Summary

At-Risk (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11	classroom library books		$4,000.00
				Sub-Total	$4,000.00

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development		$3,000.00
1	1	3	Chromebooks and Chromebook cabinets		$46,000.00
1	1	4	Web-based learning tools		$14,500.00
1	1	6	Tutors		$5,000.00
1	1	7	Jessica Baker		$0.00
1	1	8	Library books		$5,000.00
1	1	10	Books		$4,000.00
1	1	12	Online learning tools		$5,500.00
2	1	5			$2,240.00
				Sub-Total	$85,240.00
				Grand Total	$89,240.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **STRICKLAND MIDDLE**

Campus Number: **061901044**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	74%	**70%**	67%	64%	79%	*	*	*	*	42%	67%	70%	69%	63%	55%
	2018	69%	76%	**63%**	63%	57%	72%	80%	*	-	*	34%	56%	63%	65%	56%	51%
At Meets Grade Level or Above	2019	37%	43%	**37%**	50%	25%	51%	*	*	*	*	22%	33%	36%	42%	29%	16%
	2018	39%	45%	**34%**	28%	25%	50%	20%	*	-	*	25%	25%	32%	43%	28%	16%
At Masters Grade Level	2019	18%	20%	**17%**	21%	10%	25%	*	*	*	*	9%	11%	16%	19%	9%	5%
	2018	19%	21%	**15%**	16%	8%	26%	20%	*	-	*	7%	13%	15%	19%	14%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	**84%**	88%	82%	86%	*	*	*	*	64%	67%	85%	79%	81%	81%
	2018	77%	80%	**76%**	69%	72%	81%	100%	*	-	*	64%	75%	77%	68%	71%	66%
At Meets Grade Level or Above	2019	47%	46%	**41%**	46%	34%	49%	*	*	*	*	24%	56%	41%	40%	37%	31%
	2018	44%	45%	**35%**	22%	30%	46%	40%	*	-	*	25%	44%	35%	36%	29%	25%
At Masters Grade Level	2019	21%	19%	**13%**	8%	8%	20%	*	*	*	*	13%	22%	14%	10%	8%	5%
	2018	18%	17%	**8%**	6%	5%	14%	0%	*	-	*	2%	13%	9%	7%	5%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	81%	**74%**	72%	70%	79%	80%	*	*	*	33%	84%	75%	70%	68%	67%
	2018	74%	82%	**76%**	77%	72%	82%	*	*	-	63%	40%	71%	75%	79%	72%	62%
At Meets Grade Level or Above	2019	49%	56%	**45%**	48%	36%	56%	80%	*	*	*	13%	47%	41%	59%	38%	31%
	2018	48%	56%	**48%**	57%	37%	60%	*	*	-	63%	28%	43%	49%	46%	40%	30%
At Masters Grade Level	2019	29%	34%	**28%**	31%	20%	37%	40%	*	*	*	4%	21%	25%	38%	21%	16%
	2018	29%	35%	**28%**	33%	16%	44%	*	*	-	13%	8%	29%	26%	35%	18%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	**76%**	69%	73%	83%	80%	*	*	*	47%	78%	76%	75%	72%	68%
	2018	72%	79%	**73%**	69%	68%	82%	*	*	-	63%	38%	71%	74%	65%	65%	69%
At Meets Grade Level or Above	2019	43%	48%	**38%**	34%	31%	48%	60%	*	*	*	24%	33%	38%	37%	32%	28%
	2018	40%	49%	**40%**	48%	29%	56%	*	*	-	38%	19%	36%	41%	35%	35%	28%
At Masters Grade Level	2019	17%	19%	**10%**	7%	8%	14%	0%	*	*	*	7%	11%	11%	8%	7%	9%
	2018	18%	23%	**20%**	17%	13%	32%	*	*	-	13%	6%	21%	21%	16%	14%	11%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	**64%**	59%	61%	71%	80%	*	*	*	29%	68%	63%	70%	59%	60%
	2018	69%	75%	**71%**	70%	63%	80%	*	*	-	75%	28%	77%	71%	71%	64%	56%
At Meets Grade Level or Above	2019	42%	49%	**38%**	34%	30%	50%	80%	*	*	*	18%	32%	38%	41%	32%	26%
	2018	43%	51%	**46%**	53%	36%	59%	*	*	-	50%	16%	62%	46%	45%	36%	29%
At Masters Grade Level	2019	18%	21%	**16%**	14%	10%	25%	40%	*	*	*	7%	16%	16%	17%	11%	9%
	2018	15%	16%	**15%**	23%	7%	23%	*	*	-	0%	6%	23%	14%	16%	10%	6%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	90%	**85%**	91%	79%	92%	80%	*	-	80%	41%	93%	88%	73%	81%	71%
	2018	86%	91%	**86%**	84%	84%	88%	*	*	*	-	61%	100%	86%	88%	80%	79%
At Meets Grade Level or Above	2019	55%	60%	**52%**	55%	42%	66%	20%	*	-	40%	18%	40%	53%	46%	45%	34%
	2018	49%	59%	**48%**	20%	42%	61%	*	*	*	-	26%	67%	48%	49%	37%	33%
At Masters Grade Level	2019	28%	33%	**28%**	33%	18%	43%	0%	*	-	20%	0%	27%	30%	21%	21%	13%
	2018	27%	34%	**21%**	12%	19%	25%	*	*	*	-	8%	50%	22%	17%	13%	11%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**83%**	77%	84%	86%	80%	*	-	60%	50%	92%	84%	82%	82%	84%
	2018	86%	90%	**88%**	88%	87%	89%	*	*	*	-	68%	*	89%	85%	86%	86%
At Meets Grade Level or Above	2019	57%	56%	**31%**	32%	29%	34%	40%	*	-	40%	12%	31%	33%	24%	28%	28%
	2018	51%	54%	**41%**	23%	38%	51%	*	*	*	-	27%	*	40%	46%	34%	32%
At Masters Grade Level	2019	17%	16%	**3%**	5%	3%	3%	0%	*	-	0%	0%	8%	2%	5%	3%	1%
	2018	15%	17%	**6%**	8%	7%	5%	*	*	*	-	5%	*	6%	8%	7%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	84%	**75%**	73%	68%	87%	80%	*	-	60%	29%	73%	77%	65%	69%	58%
	2018	76%	80%	**76%**	70%	74%	80%	*	*	*	-	43%	83%	76%	80%	67%	65%
At Meets Grade Level or Above	2019	51%	56%	**46%**	48%	35%	62%	60%	*	-	0%	12%	47%	49%	33%	40%	30%
	2018	52%	59%	**54%**	30%	48%	67%	*	*	*	-	27%	67%	53%	61%	40%	39%
At Masters Grade Level	2019	25%	29%	**24%**	27%	11%	43%	0%	*	-	0%	0%	27%	24%	21%	16%	8%
	2018	28%	35%	**31%**	11%	22%	46%	*	*	*	-	9%	17%	30%	32%	19%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**61%**	61%	56%	71%	40%	*	-	20%	26%	73%	62%	56%	54%	50%
	2018	65%	70%	**62%**	48%	55%	73%	*	*	*	-	34%	67%	59%	75%	49%	45%
At Meets Grade Level or Above	2019	37%	38%	**29%**	36%	19%	44%	20%	*	-	0%	12%	40%	29%	31%	21%	14%
	2018	36%	40%	**32%**	15%	29%	41%	*	*	*	-	20%	50%	33%	30%	21%	20%
At Masters Grade Level	2019	21%	23%	**16%**	12%	10%	27%	0%	*	-	0%	0%	20%	16%	17%	11%	3%
	2018	21%	23%	**17%**	11%	15%	20%	*	*	*	-	5%	33%	17%	14%	10%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	86%	**100%**	100%	100%	100%	-	*	-	-	-	*	100%	100%	100%	100%
	2018	83%	85%	**100%**	*	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
At Meets Grade Level or Above	2019	61%	64%	**96%**	100%	96%	96%	-	*	-	-	-	*	96%	100%	98%	92%
	2018	55%	59%	**100%**	*	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
At Masters Grade Level	2019	37%	42%	**86%**	91%	85%	85%	-	*	-	-	-	*	85%	90%	88%	92%
	2018	32%	35%	**79%**	*	50%	88%	-	-	-	-	-	*	86%	40%	83%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**75%**	74%	71%	82%	76%	85%	100%	57%	41%	79%	76%	71%	70%	66%
	2018	77%	81%	**74%**	71%	70%	81%	81%	86%	*	65%	46%	74%	74%	75%	67%	64%
At Meets Grade Level or Above	2019	50%	54%	**42%**	45%	33%	54%	49%	38%	80%	24%	18%	41%	42%	41%	35%	27%

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Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 6 ELA/Reading	2019	42	45	**44**	50	39	50	*	*	*	*	49	31	45	43	37	36
	2018	47	50	**44**	45	39	49	50	*	-	*	43	32	44	42	41	40
Grade 6 Mathematics	2019	54	47	**42**	39	36	52	*	*	*	*	43	44	41	51	38	36
	2018	56	48	**42**	47	40	43	40	*	-	*	61	38	44	34	39	42
Grade 7 ELA/Reading	2019	77	79	**77**	77	77	76	100	*	*	*	52	84	78	73	73	79
	2018	76	79	**80**	72	82	80	*	*	-	88	52	93	80	80	78	76
Grade 7 Mathematics	2019	62	66	**60**	59	58	65	50	*	*	*	49	58	59	65	60	59
	2018	67	70	**69**	78	68	71	*	*	-	69	48	57	69	71	66	69
Grade 8 ELA/Reading	2019	77	76	**76**	77	69	85	70	*	-	90	64	90	77	71	73	69
	2018	79	80	**71**	74	70	71	*	*	*	-	74	83	70	74	71	64
Grade 8 Mathematics	2019	82	82	**80**	67	82	78	100	*	-	100	68	96	79	85	78	78
	2018	81	81	**79**	86	73	84	*	*	*	-	79	*	79	77	80	78
End of Course Algebra I	2019	75	77	**94**	100	96	91	-	*	-	-	-	*	93	100	98	92
	2018	72	73	**94**	*	75	100	-	-	-	-	-	*	96	80	83	*
All Grades Both Subjects	2019	69	70	**64**	65	60	69	77	88	*	75	53	73	64	65	61	60
	2018	69	70	**64**	66	62	67	48	71	*	72	60	59	65	61	61	61
All Grades ELA/Reading	2019	68	69	**67**	69	62	70	82	*	*	68	54	76	67	63	62	63
	2018	69	70	**65**	63	64	66	55	75	*	78	56	66	65	64	63	60
All Grades Mathematics	2019	70	72	**62**	61	58	67	73	*	*	82	52	70	61	67	60	57
	2018	70	70	**63**	69	60	68	40	67	*	67	64	53	64	59	60	61

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	45%	**37%**	45%	34%	39%	*	*	-	*	15%	35%	36%
	2018	38%	45%	**32%**	50%	29%	34%	*	-	-	*	22%	31%	22%
Mathematics	2019	45%	50%	**49%**	50%	47%	53%	*	*	-	*	27%	50%	48%
	2018	47%	53%	**42%**	47%	44%	36%	*	-	-	*	38%	43%	39%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	83%	**78%**	81%	71%	88%	80%	*	-	60%	27%	73%	51%
Students Requiring Accelerated Instruction	2019	22%	17%	**22%**	19%	29%	12%	20%	0%	-	40%	73%	27%	49%
STAAR Cumulative Met Standard	2019	85%	89%	**84%**	91%	77%	92%	80%	*	-	80%	33%	80%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	*	*	*	-	-	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**72%**	62%	71%	78%	60%	*	-	60%	30%	69%	68%
Students Requiring Accelerated Instruction	2019	18%	16%	**28%**	38%	29%	22%	40%	0%	-	40%	70%	31%	32%
STAAR Cumulative Met Standard	2019	88%	89%	**83%**	76%	83%	86%	80%	*	-	60%	43%	81%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	*	*	*	-	-	-	-	-	-	-	*	-

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 944
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**75%**	-	-	-	-	-	58%	51%	60%	92%	58%	59%
	2018	77%	81%	**74%**	-	-	-	-	-	46%	31%	47%	*	46%	46%
At Meets Grade Level or Above	2019	50%	54%	**42%**	-	-	-	-	-	20%	16%	20%	50%	20%	20%
	2018	48%	53%	**43%**	-	-	-	-	-	11%	6%	11%	*	11%	11%
At Masters Grade Level	2019	24%	26%	**20%**	-	-	-	-	-	4%	6%	4%	25%	4%	4%
	2018	22%	24%	**19%**	-	-	-	-	-	2%	0%	2%	*	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	**76%**	-	-	-	-	-	57%	50%	57%	*	57%	57%
	2018	74%	79%	**75%**	-	-	-	-	-	42%	38%	42%	*	42%	43%
At Meets Grade Level or Above	2019	48%	52%	**45%**	-	-	-	-	-	19%	20%	18%	*	19%	19%
	2018	46%	52%	**43%**	-	-	-	-	-	10%	8%	10%	*	10%	10%
At Masters Grade Level	2019	21%	24%	**24%**	-	-	-	-	-	5%	7%	4%	*	5%	5%
	2018	19%	22%	**21%**	-	-	-	-	-	3%	0%	3%	*	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	**83%**	-	-	-	-	-	73%	70%	73%	*	73%	73%
	2018	81%	84%	**79%**	-	-	-	-	-	60%	47%	61%	*	60%	60%
At Meets Grade Level or Above	2019	52%	55%	**43%**	-	-	-	-	-	24%	20%	25%	*	24%	25%
	2018	50%	53%	**41%**	-	-	-	-	-	14%	12%	14%	*	14%	14%
At Masters Grade Level	2019	26%	29%	**17%**	-	-	-	-	-	5%	7%	4%	*	5%	5%
	2018	24%	25%	**14%**	-	-	-	-	-	2%	0%	2%	*	2%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	**64%**	-	-	-	-	-	48%	*	47%	*	48%	49%
	2018	66%	72%	**71%**	-	-	-	-	-	40%	18%	44%	-	40%	40%
At Meets Grade Level or Above	2019	38%	44%	**38%**	-	-	-	-	-	17%	*	17%	*	17%	18%
	2018	41%	48%	**46%**	-	-	-	-	-	10%	0%	12%	-	10%	10%
At Masters Grade Level	2019	14%	17%	**16%**	-	-	-	-	-	6%	*	5%	*	6%	6%
	2018	13%	14%	**15%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**75%**	-	-	-	-	-	45%	31%	49%	*	45%	46%
	2018	80%	83%	**76%**	-	-	-	-	-	32%	*	37%	-	32%	32%
At Meets Grade Level or Above	2019	54%	58%	**46%**	-	-	-	-	-	20%	8%	23%	*	20%	19%
	2018	51%	55%	**54%**	-	-	-	-	-	12%	*	13%	-	12%	12%
At Masters Grade Level	2019	25%	27%	**24%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	23%	26%	**31%**	-	-	-	-	-	3%	*	3%	-	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**61%**	-	-	-	-	-	38%	23%	42%	*	38%	37%
	2018	78%	81%	**62%**	-	-	-	-	-	12%	*	13%	-	12%	12%
At Meets Grade Level or Above	2019	55%	56%	**29%**	-	-	-	-	-	8%	0%	9%	*	8%	7%
	2018	53%	56%	**32%**	-	-	-	-	-	0%	*	0%	-	0%	0%
At Masters Grade Level	2019	33%	34%	**16%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	31%	33%	**17%**	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**64%**	-	-	-	-	-	57%	50%	58%	94%	57%	57%
	2018	69%	70%	**64%**	-	-	-	-	-	57%	66%	56%	*	57%	57%
All Grades ELA/Reading	2019	68%	69%	**67%**	-	-	-	-	-	60%	45%	63%	*	60%	61%
	2018	69%	70%	**65%**	-	-	-	-	-	57%	62%	57%	*	57%	58%
All Grades Mathematics	2019	70%	72%	**62%**	-	-	-	-	-	54%	55%	54%	*	54%	55%

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 944
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	**63%**	-	-	-	-	-	56%	69%	55%	*	56%	56%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	45%	**37%**	-	-	-	-	-	36%	7%	40%	-	36%	36%
	2018	38%	45%	**32%**	-	-	-	-	-	22%	*	21%	-	22%	22%
Mathematics	2019	45%	50%	**49%**	-	-	-	-	-	46%	50%	46%	*	46%	48%
	2018	47%	53%	**42%**	-	-	-	-	-	39%	*	41%	-	39%	39%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	98%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	**95%**	91%	94%	96%	100%	93%	100%	95%	93%	93%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	8%	4%	4%	0%	7%	0%	5%	5%	6%	3%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	0%	**0%**	2%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	2%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	88%	96%	94%	90%	100%	57%	100%	91%	93%	93%
Not Included in Accountability													
Mobile	4%	5%	**5%**	11%	2%	5%	0%	0%	43%	0%	7%	6%	4%
Other Exclusions	1%	1%	**1%**	1%	1%	0%	10%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.2%	**96.3%**	96.5%	96.6%	96.0%	95.3%	*	*	97.0%	95.3%	96.2%	96.9%
2017-18	95.4%	96.0%	**96.6%**	96.0%	96.8%	96.5%	94.7%	96.9%	*	96.1%	95.8%	96.5%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	1,931	355,615
By Ethnicity:				
African American	-	-	316	43,953
Hispanic	-	-	560	180,673
White	-	-	960	105,577
American Indian	-	-	23	1,293
Asian	-	-	57	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	13	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	10	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	10	15,160
Foundation H.S. Program (DLA)	-	-	1,710	285,538
Special Education Graduates	-	-	168	27,598
Economically Disadvantaged Graduates	-	-	746	186,364
LEP Graduates	-	-	139	25,189
At-Risk Graduates	-	-	515	146,432

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	65.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	48.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	21.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	44.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	21.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	13.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	62.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	57.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	61.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	42.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	61.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	63.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1091	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1104	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	554	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	559	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	537	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	944	100.0%	30,682	5,479,173	944	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.3%	4.5%	0	0.0%	3.5%	4.5%
Kindergarten	0	0.0%	6.7%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.5%	7.6%
Grade 6	307	32.5%	7.6%	7.7%	307	32.5%	7.5%	7.7%
Grade 7	318	33.7%	7.9%	7.7%	318	33.7%	7.8%	7.7%
Grade 8	319	33.8%	7.8%	7.5%	319	33.8%	7.8%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.8%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.2%	6.9%	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.8%	6.4%	0	0.0%	6.8%	6.4%
Ethnic Distribution:								
African American	98	10.4%	17.6%	12.6%	98	10.4%	17.6%	12.6%
Hispanic	473	50.1%	32.1%	52.8%	473	50.1%	32.2%	52.8%
White	343	36.3%	44.6%	27.0%	343	36.3%	44.5%	27.0%
American Indian	9	1.0%	0.6%	0.4%	9	1.0%	0.6%	0.4%
Asian	5	0.5%	3.6%	4.6%	5	0.5%	3.6%	4.6%
Pacific Islander	4	0.4%	0.2%	0.2%	4	0.4%	0.2%	0.2%
Two or More Races	12	1.3%	1.3%	2.5%	12	1.3%	1.3%	2.5%
Sex:								
Female	450	47.7%	48.6%	48.8%	450	47.7%	48.6%	48.8%
Male	494	52.3%	51.4%	51.2%	494	52.3%	51.4%	51.2%
Economically Disadvantaged	609	64.5%	45.7%	60.3%	609	64.5%	46.0%	60.2%
Non-Educationally Disadvantaged	335	35.5%	54.3%	39.7%	335	35.5%	54.0%	39.8%
Section 504 Students	152	16.1%	10.3%	6.9%	152	16.1%	10.3%	6.9%
English Learners (EL)	267	28.3%	15.3%	20.3%	267	28.3%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	39	4.0%	1.2%	1.5%				
Students w/ Dyslexia	100	10.6%	5.5%	4.1%	100	10.6%	5.5%	4.1%
Foster Care	4	0.4%	0.5%	0.3%	4	0.4%	0.5%	0.3%
Homeless	19	2.0%	1.7%	1.4%	19	2.0%	1.7%	1.4%
Immigrant	10	1.1%	1.5%	2.3%	10	1.1%	1.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	24.4%	65.1%	0	0.0%	24.6%	65.1%
Military Connected	11	1.2%	1.0%	1.9%	11	1.2%	1.0%	1.9%
At-Risk	539	57.1%	32.0%	50.6%	539	57.1%	32.1%	50.5%

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	266	28.2%	16.2%	20.6%	266	28.2%	16.4%	20.6%
Career & Technical Education	200	21.2%	31.9%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	54.9%	50.8%	0	-	54.8%	50.8%
Gifted & Talented Education	152	16.1%	10.9%	8.1%	152	16.1%	10.8%	8.1%
Special Education	140	14.8%	11.7%	10.5%	140	14.8%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	140							
By Type of Primary Disability								
Students with Intellectual Disabilities	69	49.3%	34.9%	42.4%				
Students with Physical Disabilities	*	*	24.0%	21.4%				
Students with Autism	**	**	11.1%	13.8%				
Students with Behavioral Disabilities	52	37.1%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	101	10.4%	14.7%	15.3%				
By Ethnicity:								
African American	18	1.8%						
Hispanic	41	4.2%						
White	38	3.9%						
American Indian	1	0.1%						
Asian	1	0.1%						
Pacific Islander	1	0.1%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	69	11.2%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	1.4%	1.6%	-	4.9%	5.5%
Grade 1	-	0.8%	2.9%	-	2.3%	4.9%
Grade 2	-	0.4%	1.6%	-	0.4%	2.0%
Grade 3	-	0.4%	0.9%	-	0.7%	0.8%
Grade 4	-	0.1%	0.5%	-	0.3%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	2.0%	0.3%	0.6%
Grade 8	0.0%	0.1%	0.4%	0.0%	0.4%	0.6%
Grade 9	-	5.7%	7.8%	-	12.0%	13.1%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.2	19.0
Grade 1	-	17.3	18.9
Grade 2	-	17.3	18.8
Grade 3	-	17.7	19.0
Grade 4	-	18.0	19.2
Grade 5	-	19.5	20.9
Grade 6	20.8	20.4	20.4
Secondary:			
English/Language Arts	14.9	19.1	16.4
Foreign Languages	14.0	18.0	18.7
Mathematics	20.5	20.8	17.8
Science	24.8	21.2	18.8
Social Studies	23.6	22.1	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	101.3	100.0%	100.0%	100.0%
Professional Staff:	85.3	84.2%	69.1%	63.7%
Teachers	73.9	73.0%	54.8%	49.4%
Professional Support	7.4	7.3%	11.1%	10.2%
Campus Administration (School Leadership)	4.0	3.9%	2.6%	3.0%
Educational Aides:	16.0	15.8%	9.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	31.0	4,373.0
Part-time	0.0	n/a	6.0	595.0
Counselors				
Full-time	3.0	n/a	86.0	12,901.0
Part-time	0.0	n/a	7.0	1,103.0
Total Minority Staff:	26.2	25.9%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.0	6.8%	8.4%	10.8%
Hispanic	11.2	15.2%	14.2%	28.1%
White	53.7	72.6%	74.3%	57.7%
American Indian	1.0	1.4%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	3.0	4.1%	1.6%	1.1%
Males	26.0	35.2%	24.8%	23.8%
Females	47.9	64.8%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	52.8	71.4%	68.8%	73.4%
Masters	21.2	28.6%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	8.2%	8.1%	7.4%
1-5 Years Experience	27.6	37.4%	28.2%	27.9%
6-10 Years Experience	14.0	18.9%	20.2%	19.4%
11-20 Years Experience	19.3	26.1%	31.1%	29.4%
Over 20 Years Experience	7.0	9.5%	12.4%	15.9%
Number of Students per Teacher	12.8	n/a	13.1	15.1

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.2	6.2
Average Years Experience of Principals with District	13.0	6.4	5.3
Average Years Experience of Assistant Principals	4.3	5.8	5.3
Average Years Experience of Assistant Principals with District	3.0	5.2	4.7
Average Years Experience of Teachers:	9.0	10.3	11.1
Average Years Experience of Teachers with District:	6.5	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,350	$54,825	$49,868
1-5 Years Experience	$55,928	$55,823	$52,823
6-10 Years Experience	$58,760	$58,865	$55,756
11-20 Years Experience	$60,969	$61,161	$59,308
Over 20 Years Experience	$64,982	$66,769	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$58,506	$59,377	$57,091
Professional Support	$67,751	$68,262	$67,352
Campus Administration (School Leadership)	$80,301	$87,076	$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	6.0	8.1%	2.5%	6.5%
Career & Technical Education	1.3	1.8%	4.7%	5.0%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	55.7	75.3%	77.0%	70.9%
Special Education	3.5	4.8%	7.5%	9.3%
Other	7.4	10.1%	5.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

TELPAS
Texas English Language Proficiency Assessment System

Grade 6

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing				
				Number	Percent				Number	Percent				Number	Percent				Number	Percent
Number of Students Rated				84	100	Number of Students Rated			84	100	Number of Students Rated			84	100	Number of Students Rated			83	99
Students Absent				0	0	Students Absent			0	0	Students Absent			0	0	Not Rated: EC			1	1
Not Rated: EC				0	0	Not Rated: EC			0	0	Not Rated: ARD Decision			0	0	Not Rated: ARD Decision			0	0
Not Rated: ARD Decision				0	0	Not Rated: ARD Decision			0	0	Other Students Not Rated			0	0					
Other Students Not Rated				0	0	Other Students Not Rated			0	0										
Total Documents Submitted				84	100	Total Documents Submitted			84	100	Total Documents Submitted			84	100	Total Documents Submitted			84	100
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	84	0	30	26	44	84	10	51	39	0	84	10	32	35	24	83	0	10	33	58
Male	40	0	25	28	48	40	3	50	48	0	40	5	33	33	30	40	0	13	33	55
Female	44	0	34	25	41	44	16	52	32	0	44	14	32	36	18	43	0	7	33	60
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	78	0	28	28	44	78	10	51	38	0	78	9	33	33	24	77	0	10	32	57
Am. Indian or Alaska Native	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically *Yes*	79	0	32	27	42	79	10	52	38	0	79	10	34	34	22	78	0	10	35	55
Disadvantaged *No*	5	0	0	20	80	5	0	40	60	0	5	0	0	40	60	5	0	0	0	100
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A *Participants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Nonparticipants	83	0	30	27	43	83	10	52	39	0	83	10	33	34	24	82	0	10	33	57
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	84	0	30	26	44	84	10	51	39	0	84	10	32	35	24	83	0	10	33	58
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English *Current LEP*	84	0	30	26	44	84	10	51	39	0	84	10	32	35	24	83	0	10	33	58
Proficient *Non-LEP (Monitored 1st Year)*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	84	0	30	26	44	84	10	51	39	0	84	10	32	35	24	83	0	10	33	58
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL *Participants*	66	0	38	27	35	66	11	58	32	0	66	12	41	33	14	65	0	12	37	51
Nonparticipants	18	0	0	22	78	18	6	28	67	0	18	0	0	39	61	18	0	0	17	83
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education *Yes*	5	0	40	60	0	5	0	80	20	0	5	20	60	20	0	5	0	40	40	20
No	79	0	29	24	47	79	10	49	41	0	79	9	30	35	25	78	0	8	32	60
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented *Participants*	8	0	0	13	88	8	0	0	100	0	8	0	0	38	63	8	0	0	0	100
Nonparticipants	76	0	33	28	39	76	11	57	33	0	76	11	36	34	20	75	0	11	36	53
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk *Yes*	84	0	30	26	44	84	10	51	39	0	84	10	32	35	24	83	0	10	33	58
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in *One*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
U.S. *Two*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Schools *Three*	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Four	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Five	5	0	0	20	80	5	0	20	80	0	5	0	20	20	60	4	---	---	---	---
Six or More	75	0	31	25	44	75	11	51	39	0	75	9	32	36	23	75	0	8	35	57
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

--- **= No Data Reported For Fewer Than Five Students**

TELPAS
Texas English Language Proficiency Assessment System

Grade 6

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating								
				Number	Percent			Students Who Progressed **One** Proficiency Level		Students Who Progressed **Two** Proficiency Levels		Students Who Progressed **Three** Proficiency Levels		Students Who Progressed **At Least One** Proficiency Level	
	Number of Students Receiving a Composite Rating			83	99										
	Number of Students Not Receiving a Composite Rating			1	1										
	Total Documents Submitted			84	100										
	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	#	%	#	%	#	%	#	%
All Students	83	0	29	49	22	2.9	51	15	29	0	0	0	0	15	29
Male	40	0	20	58	23	3.0	24	6	25	0	0	0	0	6	25
Female	43	0	37	42	21	2.9	27	9	33	0	0	0	0	9	33
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	77	0	29	52	19	2.9	48	13	27	0	0	0	0	13	27
Am. Indian or Alaska Native	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically *Yes*	78	0	31	50	19	2.9	47	12	26	0	0	0	0	12	26
Disadvantaged *No*	5	0	0	40	60	3.5	4	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	82	0	29	50	21	2.9	51	15	29	0	0	0	0	15	29
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	83	0	29	49	22	2.9	51	15	29	0	0	0	0	15	29
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English *Current LEP*	83	0	29	49	22	2.9	51	15	29	0	0	0	0	15	29
Proficient *Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	83	0	29	49	22	2.9	51	15	29	0	0	0	0	15	29
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL *Participants*	65	0	35	51	14	2.8	41	10	24	0	0	0	0	10	24
Nonparticipants	18	0	6	44	50	3.5	10	5	50	0	0	0	0	5	50
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education *Yes*	5	0	60	40	0	2.4	1	---	---	---	---	---	---	---	---
No	78	0	27	50	23	3.0	50	15	30	0	0	0	0	15	30
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	8	0	0	13	88	3.7	6	5	83	0	0	0	0	5	83
Nonparticipants	75	0	32	53	15	2.9	45	10	22	0	0	0	0	10	22
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk *Yes*	83	0	29	49	22	2.9	51	15	29	0	0	0	0	15	29
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in *One*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
U.S. *Two*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Schools *Three*	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Four	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Five	4	---	---	---	---	---	4	---	---	---	---	---	---	---	---
Six or More	75	0	28	52	20	2.9	45	12	27	0	0	0	0	12	27
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

--- **= No Data Reported For Fewer Than Five Students**

TELPAS
Texas English Language Proficiency Assessment System

Grade 7

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing				
				Number	Percent				Number	Percent				Number	Percent				Number	Percent
Number of Students Rated				87	99				87	99				87	99				84	97
Students Absent				0	0				0	0				0	0				3	3
Not Rated: EC				0	0				0	0				0	0				0	0
Not Rated: ARD Decision				0	0				0	0				1	1					
Other Students Not Rated				1	1				1	1										
Total Documents Submitted				88	100				88	100				88	100				87	100
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	87	2	11	33	53	87	20	55	24	1	87	3	22	23	52	84	2	13	36	49
Male	37	5	16	49	30	37	27	51	22	0	37	8	30	22	41	36	6	22	39	33
Female	50	0	8	22	70	50	14	58	26	2	50	0	16	24	60	48	0	6	33	60
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	80	1	10	36	53	80	21	56	21	1	80	3	20	25	53	77	3	13	36	48
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	6	0	33	0	67	6	0	33	67	0	6	0	50	0	50	6	0	0	33	67
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Economically *Yes*	82	1	12	34	52	82	18	57	23	1	82	2	23	23	51	79	3	13	37	48
Disadvantaged *No*	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Title I, Part A *Participants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Nonparticipants	85	1	12	33	54	85	19	55	25	1	85	2	21	24	53	83	2	12	36	49
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	86	1	12	34	53	86	20	55	24	1	86	2	22	23	52	83	2	12	36	49
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Limited English *Current LEP*	87	2	11	33	53	87	20	55	24	1	87	3	22	23	52	84	2	13	36	49
Proficient *Non-LEP (Monitored 1st Year)*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	86	1	12	34	53	86	20	55	24	1	86	2	22	23	52	83	2	12	36	49
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
ESL *Participants*	60	2	12	35	52	60	17	53	28	2	60	3	25	22	50	57	2	11	40	47
Nonparticipants	26	0	12	31	58	26	27	58	15	0	26	0	15	27	58	26	4	15	27	54
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Special Education *Yes*	8	0	25	38	38	8	25	63	13	0	8	0	63	13	25	8	0	25	75	0
No	78	1	10	33	55	78	19	54	26	1	78	3	18	24	55	75	3	11	32	55
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Gifted/Talented *Participants*	10	0	0	20	80	10	20	50	30	0	10	0	0	10	90	10	0	10	20	70
Nonparticipants	76	1	13	36	50	76	20	55	24	1	76	3	25	25	47	73	3	12	38	47
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
At-Risk *Yes*	86	1	12	34	53	86	20	55	24	1	86	2	22	23	52	83	2	12	36	49
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Years in *One*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
U.S. *Two*	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
Schools *Three*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Four	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Five	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
Six or More	78	0	13	32	55	78	18	56	24	1	78	1	23	22	54	75	1	12	35	52
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

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TELPAS
Texas English Language Proficiency Assessment System

Grade 7

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating								
				Number	Percent			Students Who Progressed **One** Proficiency Level		Students Who Progressed **Two** Proficiency Levels		Students Who Progressed **Three** Proficiency Levels		Students Who Progressed **At Least One** Proficiency Level	
	Number of Students Receiving a Composite Rating			84	95										
	Number of Students Not Receiving a Composite Rating			4	5										
	Total Documents Submitted			88	100										
	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	#	%	#	%	#	%	#	%
All Students	84	1	29	55	15	3.0	79	13	16	0	0	0	0	13	16
Male	36	3	42	44	11	2.8	32	4	13	0	0	0	0	4	13
Female	48	0	19	63	19	3.2	47	9	19	0	0	0	0	9	19
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	77	1	27	58	13	3.0	73	10	14	0	0	0	0	10	14
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	6	0	33	17	50	3.2	6	3	50	0	0	0	0	3	50
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically *Yes*	79	1	27	58	14	3.0	76	12	16	0	0	0	0	12	16
Disadvantaged *No*	4	---	---	---	---	---	3	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	83	1	28	55	16	3.0	79	13	16	0	0	0	0	13	16
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	83	1	28	55	16	3.0	79	13	16	0	0	0	0	13	16
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English *Current LEP*	84	1	29	55	15	3.0	79	13	16	0	0	0	0	13	16
Proficient *Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	83	1	28	55	16	3.0	79	13	16	0	0	0	0	13	16
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL *Participants*	57	2	21	60	18	3.0	54	10	19	0	0	0	0	10	19
Nonparticipants	26	0	42	46	12	3.1	25	3	12	0	0	0	0	3	12
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education *Yes*	8	0	50	50	0	2.6	7	0	0	0	0	0	0	0	0
No	75	1	25	56	17	3.1	72	13	18	0	0	0	0	13	18
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	10	0	20	60	20	3.4	10	3	30	0	0	0	0	3	30
Nonparticipants	73	1	29	55	15	3.0	69	10	14	0	0	0	0	10	14
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk *Yes*	83	1	28	55	16	3.0	79	13	16	0	0	0	0	13	16
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in *One*	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
U.S. *Two*	3	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Schools *Three*	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Four	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Five	3	---	---	---	---	---	3	---	---	---	---	---	---	---	---
Six or More	75	0	28	57	15	3.1	72	12	17	0	0	0	0	12	17
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

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Texas English Language Proficiency Assessment System

Grade 8

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
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Report Date: JULY 2021
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Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing				
				Number	Percent				Number	Percent				Number	Percent				Number	Percent
Number of Students Rated				90	95	Number of Students Rated			90	95	Number of Students Rated			90	95	Number of Students Rated			91	96
Students Absent				1	1	Students Absent			1	1	Students Absent			1	1	Not Rated: EC			4	4
Not Rated: EC				0	0	Not Rated: EC			0	0	Not Rated: ARD Decision			0	0	Not Rated: ARD Decision			0	0
Not Rated: ARD Decision				0	0	Not Rated: ARD Decision			0	0	Other Students Not Rated			4	4					
Other Students Not Rated				4	4	Other Students Not Rated			4	4										
Total Documents Submitted				95	100	Total Documents Submitted			95	100	Total Documents Submitted			95	100	Total Documents Submitted			95	100
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	90	2	17	29	52	90	17	58	22	3	90	8	29	28	36	91	0	10	31	59
Male	55	2	16	31	51	55	18	65	15	2	55	7	25	35	33	55	0	13	35	53
Female	35	3	17	26	54	35	14	46	34	6	35	9	34	17	40	36	0	6	25	69
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	87	2	17	28	53	87	17	57	22	3	87	8	29	28	36	89	0	10	30	60
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	1	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically *Yes*	83	2	17	30	51	83	18	57	22	4	83	8	28	30	34	84	0	10	31	60
Disadvantaged *No*	7	0	14	14	71	7	0	71	29	0	7	0	43	0	57	7	0	14	29	57
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A *Participants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Nonparticipants	89	2	17	29	52	89	17	57	22	3	89	8	29	27	36	90	0	10	31	59
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	90	2	17	29	52	90	17	58	22	3	90	8	29	28	36	91	0	10	31	59
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English *Current LEP*	90	2	17	29	52	90	17	58	22	3	90	8	29	28	36	91	0	10	31	59
Proficient *Non-LEP (Monitored 1st Year)*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	90	2	17	29	52	90	17	58	22	3	90	8	29	28	36	91	0	10	31	59
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL *Participants*	84	2	18	31	49	84	15	60	21	4	84	8	31	25	36	83	0	11	34	55
Nonparticipants	6	0	0	0	100	6	33	33	33	0	6	0	0	67	33	8	0	0	0	100
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education *Yes*	13	0	54	31	15	13	31	62	0	8	13	15	69	8	8	13	0	31	54	15
No	77	3	10	29	58	77	14	57	26	3	77	6	22	31	40	78	0	6	27	67
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented *Participants*	9	0	0	11	89	9	11	56	33	0	9	0	0	11	89	9	0	0	0	100
Nonparticipants	81	2	19	31	48	81	17	58	21	4	81	9	32	30	30	82	0	11	34	55
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk *Yes*	90	2	17	29	52	90	17	58	22	3	90	8	29	28	36	91	0	10	31	59
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in *One*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
U.S. *Two*	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Schools *Three*	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Five	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Six or More	82	0	16	29	55	82	15	59	23	4	82	6	26	30	38	83	0	5	33	63
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

TELPAS
Texas English Language Proficiency Assessment System

Grade 8

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating								
	Number of Students Receiving a Composite Rating				88	93		Students Who Progressed **One** Proficiency Level		Students Who Progressed **Two** Proficiency Levels		Students Who Progressed **Three** Proficiency Levels		Students Who Progressed **At Least One** Proficiency Level	
	Number of Students Not Receiving a Composite Rating				7	7									
	Total Documents Submitted				95	100									
	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	#	%	#	%	#	%	#	%
All Students	88	1	32	48	19	3.0	83	22	27	0	0	0	0	22	27
Male	55	0	35	53	13	2.9	53	12	23	0	0	0	0	12	23
Female	33	3	27	39	30	3.1	30	10	33	0	0	0	0	10	33
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	86	1	33	48	19	3.0	81	21	26	0	0	0	0	21	26
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically *Yes*	81	1	32	48	19	3.0	76	20	26	0	0	0	0	20	26
Disadvantaged *No*	7	0	29	43	29	3.1	7	2	29	0	0	0	0	2	29
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Nonparticipants	87	1	32	47	20	3.0	82	22	27	0	0	0	0	22	27
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	88	1	32	48	19	3.0	83	22	27	0	0	0	0	22	27
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English *Current LEP*	88	1	32	48	19	3.0	83	22	27	0	0	0	0	22	27
Proficient *Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	88	1	32	48	19	3.0	83	22	27	0	0	0	0	22	27
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL *Participants*	82	1	32	49	18	3.0	77	20	26	0	0	0	0	20	26
Nonparticipants	6	0	33	33	33	3.4	6	2	33	0	0	0	0	2	33
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education *Yes*	13	0	77	23	0	2.4	12	1	8	0	0	0	0	1	8
No	75	1	24	52	23	3.1	71	21	30	0	0	0	0	21	30
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	9	0	11	56	33	3.5	9	3	33	0	0	0	0	3	33
Nonparticipants	79	1	34	47	18	2.9	74	19	26	0	0	0	0	19	26
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk *Yes*	88	1	32	48	19	3.0	83	22	27	0	0	0	0	22	27
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in *One*	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
U.S. *Two*	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Schools *Three*	4	---	---	---	---	---	3	---	---	---	---	---	---	---	---
Four	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Five	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Six or More	80	0	30	50	20	3.1	77	18	23	0	0	0	0	18	23
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

--- **= No Data Reported For Fewer Than Five Students**

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 6 READING

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	277	95
Students Not Tested		
Absent	0	0
Other	15	5
Total Documents Submitted	292	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		17		15	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		277	1565	101	36	176	64	86	31	34	12	4.7	58	12.0	71	8.8	59
Male		143	1571	49	34	94	66	49	34	20	14	5.0	62	11.7	69	9.1	61
Female		134	1558	52	39	82	61	37	28	14	10	4.4	54	12.4	73	8.4	56
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		136	1546	56	41	80	59	33	24	12	9	4.3	54	11.7	69	8.3	55
American Indian or Alaska Native		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		26	1527	10	38	16	62	5	19	0	0	4.5	56	11.4	67	7.5	50
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		103	1605	29	28	74	72	46	45	22	21	5.3	66	12.7	75	9.9	66
Two or More Races		7	1510	4	57	3	43	1	14	0	0	3.7	46	11.0	65	7.3	49
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	189	1539	84	44	105	56	44	23	13	7	4.3	54	11.5	68	8.1	54
Disadvantaged	*No*	88	1621	17	19	71	81	42	48	21	24	5.4	67	13.1	77	10.3	69
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	276	1565	100	36	176	64	86	31	34	12	4.7	59	12.0	71	8.8	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	277	1565	101	36	176	64	86	31	34	12	4.7	58	12.0	71	8.8	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	81	1504	47	58	34	42	11	14	2	2	3.9	48	10.6	63	7.1	47
Proficient	*Non-LEP (Monitored 1st Year)*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	189	1589	53	28	136	72	72	38	31	16	5.0	62	12.5	74	9.4	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	277	1565	101	36	176	64	86	31	34	12	4.7	58	12.0	71	8.8	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	64	1487	42	66	22	34	8	13	1	2	3.7	46	10.1	59	6.6	44
	Nonparticipants	213	1588	59	28	154	72	78	37	33	15	5.0	62	12.6	74	9.5	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	26	1448	20	77	6	23	2	8	1	4	3.0	38	9.1	54	5.3	36
	No	251	1577	81	32	170	68	84	33	33	13	4.8	61	12.3	72	9.1	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	44	1678	5	11	39	89	31	70	16	36	5.9	74	14.0	82	11.9	79
	Nonparticipants	233	1543	96	41	137	59	55	24	18	8	4.4	55	11.6	68	8.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	156	1514	82	53	74	47	27	17	6	4	4.0	50	10.9	64	7.4	49
	No	121	1630	19	16	102	84	59	49	28	23	5.5	69	13.4	79	10.6	71
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 6 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	280	96
Students Not Tested		
Absent	0	0
Other	13	4
Total Documents Submitted	293	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												10		15		6		7	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		280	1589	91	33	189	68	76	27	19	7	4.8	48	7.3	49	3.1	52	3.3	47
Male		144	1601	40	28	104	72	43	30	14	10	5.1	51	7.5	50	3.3	55	3.3	47
Female		136	1576	51	38	85	63	33	24	5	4	4.4	44	7.1	47	2.9	49	3.2	46
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		138	1573	49	36	89	64	27	20	7	5	4.4	44	7.1	47	2.9	48	3.0	43
American Indian or Alaska Native		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		26	1582	8	31	18	69	7	27	3	12	4.7	47	6.9	46	3.5	58	3.0	42
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		103	1617	27	26	76	74	40	39	9	9	5.3	53	7.9	53	3.4	57	3.7	53
Two or More Races		8	1550	4	50	4	50	1	13	0	0	4.6	46	5.9	39	2.5	42	3.0	43
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	192	1565	77	40	115	60	36	19	5	3	4.4	44	6.7	45	2.9	48	3.0	42
Disadvantaged	*No*	88	1640	14	16	74	84	40	45	14	16	5.7	57	8.6	58	3.6	61	3.9	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	279	1589	91	33	188	67	76	27	19	7	4.8	48	7.3	49	3.1	52	3.3	47
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	280	1589	91	33	189	68	76	27	19	7	4.8	48	7.3	49	3.1	52	3.3	47
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	82	1552	39	48	43	52	12	15	3	4	4.2	42	6.6	44	2.7	45	2.6	37
Proficient	*Non-LEP (Monitored 1st Year)*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	191	1605	50	26	141	74	63	33	15	8	5.1	51	7.6	51	3.3	55	3.5	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	280	1589	91	33	189	68	76	27	19	7	4.8	48	7.3	49	3.1	52	3.3	47
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	65	1538	35	54	30	46	8	12	2	3	4.0	40	6.2	41	2.5	41	2.4	35
	Nonparticipants	215	1604	56	26	159	74	68	32	17	8	5.0	50	7.7	51	3.3	55	3.5	50
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	26	1532	13	50	13	50	2	8	1	4	4.2	42	5.7	38	2.3	38	2.5	36
	No	254	1595	78	31	176	69	74	29	18	7	4.8	48	7.5	50	3.2	54	3.3	48
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	45	1678	5	11	40	89	26	58	12	27	6.2	62	9.6	64	4.0	66	4.4	63
	Nonparticipants	235	1572	86	37	149	63	50	21	7	3	4.5	45	6.9	46	3.0	50	3.0	43
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	157	1554	72	46	85	54	21	13	4	3	4.2	42	6.4	43	2.9	48	2.8	39
	No	123	1633	19	15	104	85	55	45	15	12	5.6	56	8.5	57	3.5	58	3.9	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 7 READING

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	297	93
Students Not Tested		
Absent	1	0
Other	22	7
Total Documents Submitted	320	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		18		16	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		297	1622	103	35	194	65	131	44	64	22	5.4	67	11.2	62	10.5	66
Male		145	1598	58	40	87	60	58	40	26	18	5.2	65	10.5	58	9.9	62
Female		152	1644	45	30	107	70	73	48	38	25	5.5	69	11.9	66	11.1	70
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		155	1604	58	37	97	63	56	36	21	14	5.2	65	10.9	60	10.1	63
American Indian or Alaska Native		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		30	1563	17	57	13	43	12	40	5	17	4.5	56	9.2	51	9.2	58
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		100	1668	24	24	76	76	57	57	35	35	5.9	74	12.5	69	11.6	73
Two or More Races		5	1573	3	60	2	40	2	40	2	40	4.2	53	10.2	57	8.8	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	205	1603	82	40	123	60	77	38	38	19	5.1	64	10.8	60	10.0	63
Disadvantaged	*No*	91	1664	21	23	70	77	54	59	26	29	6.0	75	12.1	67	11.7	73
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	295	1622	102	35	193	65	130	44	64	22	5.4	67	11.2	62	10.5	66
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	295	1623	102	35	193	65	131	44	64	22	5.4	67	11.3	63	10.6	66
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	85	1572	39	46	46	54	21	25	4	5	4.6	58	10.0	55	9.4	59
Proficient	*Non-LEP (Monitored 1st Year)*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	12	1746	0	0	12	100	11	92	8	67	7.6	95	14.0	78	13.9	87
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	197	1634	64	32	133	68	97	49	50	25	5.5	69	11.6	64	10.8	67
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	296	1622	103	35	193	65	131	44	64	22	5.4	67	11.2	62	10.5	66
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	60	1569	30	50	30	50	14	23	4	7	4.5	56	9.9	55	9.3	58
	Nonparticipants	236	1635	73	31	163	69	117	50	60	25	5.6	70	11.6	64	10.9	68
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	38	1482	29	76	9	24	2	5	0	0	3.3	42	7.2	40	6.9	43
	No	258	1642	74	29	184	71	129	50	64	25	5.7	71	11.8	66	11.1	69
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	47	1750	4	9	43	91	41	87	27	57	6.9	87	13.9	77	13.9	87
	Nonparticipants	248	1599	98	40	150	60	90	36	37	15	5.1	63	10.8	60	9.9	62
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	172	1569	84	49	88	51	46	27	15	9	4.6	58	9.8	55	9.2	57
	No	124	1695	19	15	105	85	85	69	49	40	6.4	80	13.2	73	12.4	78
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 7 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	294	92
Students Not Tested		
Absent	2	1
Other	23	7
Total Documents Submitted	319	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												6		15		12		7	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		294	1608	133	45	161	55	66	22	21	7	2.7	46	7.4	49	4.9	41	3.2	46
Male		142	1605	62	44	80	56	31	22	9	6	2.6	44	7.4	49	4.7	39	3.3	47
Female		152	1611	71	47	81	53	35	23	12	8	2.8	47	7.4	49	5.0	42	3.2	45
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		153	1603	75	49	78	51	29	19	12	8	2.6	43	7.3	49	4.7	39	3.2	45
American Indian or Alaska Native		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		30	1568	19	63	11	37	6	20	1	3	2.2	37	6.6	44	4.1	34	2.4	35
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		99	1630	34	34	65	66	28	28	7	7	3.1	52	7.8	52	5.3	45	3.6	52
Two or More Races		5	1620	2	40	3	60	2	40	1	20	2.6	43	7.2	48	5.2	43	4.2	60
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	202	1597	101	50	101	50	41	20	13	6	2.6	43	7.1	48	4.6	38	3.1	44
Disadvantaged	*No*	91	1634	31	34	60	66	25	27	8	9	3.0	50	8.0	53	5.5	46	3.6	52
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	292	1609	131	45	161	55	66	23	21	7	2.7	46	7.4	49	4.9	41	3.3	46
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	292	1609	131	45	161	55	66	23	21	7	2.7	46	7.4	49	4.9	41	3.3	46
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	84	1580	50	60	34	40	10	12	4	5	2.4	39	6.8	45	4.2	35	2.8	40
Proficient	*Non-LEP (Monitored 1st Year)*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	12	1719	1	8	11	92	7	58	3	25	3.9	65	9.8	66	7.8	65	4.7	67
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	195	1614	81	42	114	58	47	24	14	7	2.8	47	7.5	50	5.0	42	3.3	48
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	293	1609	132	45	161	55	66	23	21	7	2.7	45	7.4	49	4.9	41	3.2	46
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	59	1577	36	61	23	39	6	10	4	7	2.5	42	6.7	44	4.0	34	2.7	38
	Nonparticipants	234	1617	96	41	138	59	60	26	17	7	2.8	46	7.6	51	5.1	43	3.4	49
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	38	1529	28	74	10	26	2	5	0	0	1.9	32	4.9	33	3.4	29	2.4	34
	No	255	1621	104	41	151	59	64	25	21	8	2.9	48	7.8	52	5.1	43	3.4	48
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	47	1745	3	6	44	94	32	68	15	32	4.2	71	10.8	72	7.8	65	4.9	71
	Nonparticipants	245	1583	128	52	117	48	34	14	6	2	2.4	41	6.8	45	4.3	36	2.9	42
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	170	1575	99	58	71	42	22	13	5	3	2.4	40	6.5	43	4.2	35	2.8	39
	No	123	1656	33	27	90	73	44	36	16	13	3.2	54	8.7	58	5.8	49	3.9	56
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 7 WRITING

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	299	94
Students Not Tested		
Absent	1	0
Other	18	6
Total Documents Submitted	318	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Composition		Revision		Editing	
												Number of Points Possible		Number of Items Tested			
												16		13		17	
												Avg. # of Points / % Scored		Avg. # of Items / % Correct			
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		299	3639	122	41	177	59	72	24	21	7	6.6	41	7.7	59	11.3	66
Male		145	3527	70	48	75	52	25	17	5	3	5.9	37	7.3	56	10.6	63
Female		154	3745	52	34	102	66	47	31	16	10	7.2	45	8.0	62	11.9	70
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		157	3570	73	46	84	54	29	18	9	6	6.5	40	7.3	56	10.8	64
American Indian or Alaska Native		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		29	3465	15	52	14	48	5	17	2	7	6.0	38	6.6	51	9.8	58
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		100	3792	29	29	71	71	33	33	9	9	7.0	44	8.5	65	12.5	73
Two or More Races		5	3464	3	60	2	40	2	40	0	0	5.2	33	7.0	54	10.0	59
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	208	3550	101	49	107	51	40	19	13	6	6.2	39	7.2	55	10.8	63
Disadvantaged	*No*	91	3845	21	23	70	77	32	35	8	9	7.4	46	8.8	68	12.5	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	299	3639	122	41	177	59	72	24	21	7	6.6	41	7.7	59	11.3	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	299	3639	122	41	177	59	72	24	21	7	6.6	41	7.7	59	11.3	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	86	3410	52	60	34	40	11	13	2	2	5.7	36	6.7	51	9.9	58
Proficient	*Non-LEP (Monitored 1st Year)*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	12	4093	0	0	12	100	6	50	2	17	8.0	50	10.0	77	14.3	84
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	199	3702	70	35	129	65	53	27	16	8	6.8	43	7.9	61	11.7	69
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	299	3639	122	41	177	59	72	24	21	7	6.6	41	7.7	59	11.3	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	60	3383	41	68	19	32	7	12	2	3	5.6	35	6.5	50	9.7	57
	Nonparticipants	239	3704	81	34	158	66	65	27	19	8	6.8	43	8.0	61	11.7	69
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	39	3108	35	90	4	10	1	3	0	0	4.2	26	5.5	42	7.5	44
	No	260	3719	87	33	173	67	71	27	21	8	6.9	43	8.0	61	11.9	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	47	4171	4	9	43	91	32	68	12	26	8.6	53	10.0	77	14.3	84
	Nonparticipants	252	3540	118	47	134	53	40	16	9	4	6.2	39	7.2	56	10.7	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	175	3398	106	61	69	39	18	10	4	2	5.6	35	6.5	50	9.9	58
	No	124	3979	16	13	108	87	54	44	17	14	8.0	50	9.3	71	13.3	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
GRADE 7 WRITING

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

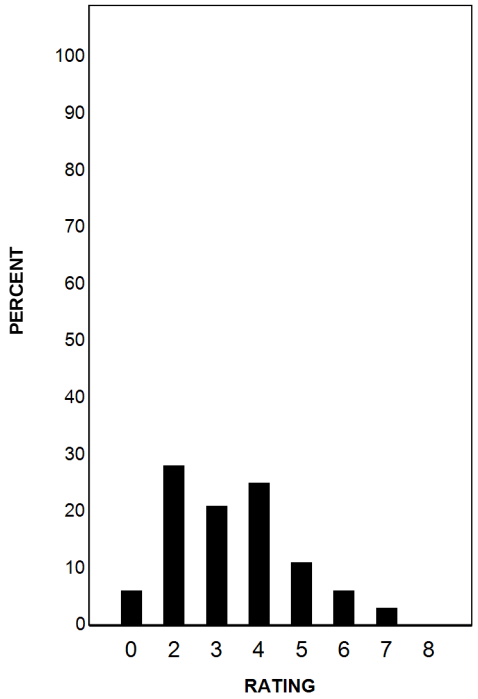
Report Date: JUNE 2021
Date of Testing: SPRING 2021

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary

Composition

Rating	#	%
0	18	6
2	85	28
3	62	21
4	76	25
5	32	11
6	18	6
7	8	3
8	0	0
Total	299	100



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 SOCIAL STUDIES

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary	Number	Percent
Students Tested	275	94
Students Not Tested		
Absent	4	1
Other	15	5
Total Documents Submitted	294	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Items Tested							
												17		10		10		7	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		275	3549	147	53	128	47	54	20	25	9	7.4	43	6.1	61	4.9	49	3.7	53
Male		158	3557	83	53	75	47	34	22	16	10	7.5	44	6.0	60	5.0	50	3.8	54
Female		117	3538	64	55	53	45	20	17	9	8	7.2	42	6.3	63	4.8	48	3.7	52
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		152	3483	90	59	62	41	22	14	11	7	6.8	40	5.9	59	4.6	46	3.5	51
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		30	3492	18	60	12	40	3	10	1	3	6.9	41	6.1	61	4.4	44	3.5	50
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		85	3679	35	41	50	59	27	32	13	15	8.6	50	6.3	63	5.5	55	4.1	59
Two or More Races		6	3740	2	33	4	67	2	33	0	0	8.8	52	7.8	78	6.0	60	3.3	48
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	183	3476	110	60	73	40	26	14	9	5	6.9	40	5.9	59	4.6	46	3.4	49
	No	92	3694	37	40	55	60	28	30	16	17	8.4	49	6.6	66	5.4	54	4.3	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	275	3549	147	53	128	47	54	20	25	9	7.4	43	6.1	61	4.9	49	3.7	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	275	3549	147	53	128	47	54	20	25	9	7.4	43	6.1	61	4.9	49	3.7	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	*Current LEP*	93	3387	60	65	33	35	8	9	3	3	6.1	36	5.6	56	4.2	42	3.3	47
	Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	178	3628	85	48	93	52	44	25	21	12	8.0	47	6.4	64	5.2	52	3.9	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	275	3549	147	53	128	47	54	20	25	9	7.4	43	6.1	61	4.9	49	3.7	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	85	3367	57	67	28	33	8	9	3	4	6.0	35	5.4	54	4.1	41	3.2	45
	Nonparticipants	190	3631	90	47	100	53	46	24	22	12	8.0	47	6.4	64	5.2	52	4.0	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	33	3170	26	79	7	21	1	3	0	0	4.4	26	4.4	44	3.8	38	2.5	36
	No	242	3601	121	50	121	50	53	22	25	10	7.8	46	6.4	64	5.0	50	3.9	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	40	4023	3	8	37	93	23	58	11	28	11.3	66	7.7	77	6.8	68	5.3	76
	Nonparticipants	235	3468	144	61	91	39	31	13	14	6	6.7	39	5.9	59	4.6	46	3.4	49
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	174	3410	113	65	61	35	17	10	5	3	6.1	36	5.7	57	4.4	44	3.3	47
	No	101	3789	34	34	67	66	37	37	20	20	9.5	56	6.8	68	5.8	58	4.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 SCIENCE

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary	Number	Percent
Students Tested	280	95
Students Not Tested		
Absent	4	1
Other	11	4
Total Documents Submitted	295	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
												Number of Items Tested							
												11		9		11		11	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		280	3753	101	36	179	64	96	34	37	13	6.4	58	4.7	52	6.8	62	6.6	60
Male		159	3751	54	34	105	66	55	35	21	13	6.3	57	4.6	52	6.9	63	6.7	61
Female		121	3756	47	39	74	61	41	34	16	13	6.5	59	4.7	53	6.6	60	6.5	59
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		155	3668	66	43	89	57	39	25	14	9	6.1	56	4.5	50	6.5	59	6.1	56
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		30	3626	13	43	17	57	6	20	1	3	5.8	53	4.2	47	6.3	58	6.4	58
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		87	3920	22	25	65	75	46	53	20	23	6.9	62	5.2	57	7.4	67	7.5	68
Two or More Races		6	4230	0	0	6	100	5	83	2	33	8.5	77	5.5	61	8.5	77	9.0	82
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	185	3665	77	42	108	58	47	25	14	8	6.0	55	4.5	50	6.5	60	6.2	57
Disadvantaged	*No*	95	3924	24	25	71	75	49	52	23	24	7.1	65	5.1	56	7.3	67	7.4	67
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	280	3753	101	36	179	64	96	34	37	13	6.4	58	4.7	52	6.8	62	6.6	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	280	3753	101	36	179	64	96	34	37	13	6.4	58	4.7	52	6.8	62	6.6	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	94	3524	52	55	42	45	17	18	3	3	5.4	50	4.1	45	6.0	55	5.5	50
Proficient	*Non-LEP (Monitored 1st Year)*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	182	3867	48	26	134	74	77	42	33	18	6.9	62	5.0	55	7.2	66	7.2	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	280	3753	101	36	179	64	96	34	37	13	6.4	58	4.7	52	6.8	62	6.6	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	86	3516	50	58	36	42	16	19	3	3	5.4	49	4.1	45	6.0	54	5.4	49
	Nonparticipants	194	3858	51	26	143	74	80	41	34	18	6.8	62	4.9	55	7.2	65	7.2	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	34	3437	23	68	11	32	4	12	2	6	4.9	44	3.9	43	5.7	52	4.9	44
	No	246	3797	78	32	168	68	92	37	35	14	6.6	60	4.8	53	7.0	63	6.9	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	40	4241	1	3	39	98	32	80	16	40	8.1	73	6.1	68	8.5	78	9.0	82
	Nonparticipants	240	3672	100	42	140	58	64	27	21	9	6.1	55	4.4	49	6.5	59	6.2	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	177	3583	87	49	90	51	36	20	11	6	5.7	52	4.1	45	6.3	57	5.9	54
	No	103	4044	14	14	89	86	60	58	26	25	7.6	69	5.7	64	7.7	70	7.9	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 8 READING

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary	Number	Percent
Students Tested	275	94
Students Not Tested		
Absent	6	2
Other	13	4
Total Documents Submitted	294	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		19		17	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		275	1647	90	33	185	67	108	39	39	14	5.4	68	12.5	66	10.2	60
Male		158	1625	62	39	96	61	55	35	15	9	5.2	65	11.7	62	9.9	58
Female		117	1678	28	24	89	76	53	45	24	21	5.7	71	13.6	71	10.7	63
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		153	1635	52	34	101	66	53	35	19	12	5.3	66	12.1	64	10.1	60
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		30	1608	13	43	17	57	9	30	2	7	4.9	61	11.7	61	9.2	54
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		84	1682	22	26	62	74	42	50	17	20	5.8	72	13.6	72	10.8	64
Two or More Races		6	1690	2	33	4	67	3	50	1	17	6.5	81	13.3	70	11.0	65
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	181	1627	63	35	118	65	57	31	16	9	5.2	65	12.1	64	9.8	58
Disadvantaged	*No*	94	1687	27	29	67	71	51	54	23	24	5.9	73	13.3	70	11.1	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	275	1647	90	33	185	67	108	39	39	14	5.4	68	12.5	66	10.2	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	275	1647	90	33	185	67	108	39	39	14	5.4	68	12.5	66	10.2	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	93	1595	40	43	53	57	19	20	5	5	4.8	60	10.9	57	9.2	54
Proficient	*Non-LEP (Monitored 1st Year)*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	178	1674	50	28	128	72	86	48	34	19	5.7	72	13.3	70	10.7	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	275	1647	90	33	185	67	108	39	39	14	5.4	68	12.5	66	10.2	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	85	1588	38	45	47	55	15	18	5	6	4.7	58	10.7	56	9.0	53
	Nonparticipants	190	1674	52	27	138	73	93	49	34	18	5.7	72	13.3	70	10.8	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	32	1513	25	78	7	22	2	6	0	0	3.8	48	8.1	42	6.8	40
	No	243	1665	65	27	178	73	106	44	39	16	5.6	70	13.1	69	10.7	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	40	1788	2	5	38	95	33	83	17	43	6.8	84	16.0	84	13.6	80
	Nonparticipants	235	1624	88	37	147	63	75	32	22	9	5.2	65	11.9	63	9.7	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	171	1606	74	43	97	57	42	25	11	6	5.0	62	11.4	60	9.2	54
	No	104	1715	16	15	88	85	66	63	28	27	6.2	77	14.4	76	11.9	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary	Number	Percent
Students Tested	163	92
Students Not Tested		
Absent	4	2
Other	11	6
Total Documents Submitted	178	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												4		16		15		7	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		163	1553	121	74	42	26	13	8	0	0	1.3	31	6.3	39	4.9	33	3.1	44
Male		93	1546	71	76	22	24	7	8	0	0	1.2	30	6.1	38	4.6	31	3.1	44
Female		70	1562	50	71	20	29	6	9	0	0	1.3	33	6.5	41	5.3	35	3.1	44
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		93	1545	72	77	21	23	4	4	0	0	1.2	29	6.2	39	4.5	30	3.0	43
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		22	1555	17	77	5	23	2	9	0	0	1.4	35	6.4	40	5.0	33	2.8	40
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		46	1569	30	65	16	35	7	15	0	0	1.3	33	6.4	40	5.7	38	3.3	48
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	117	1541	97	83	20	17	3	3	0	0	1.2	30	6.0	37	4.4	30	2.9	41
Disadvantaged	*No*	46	1585	24	52	22	48	10	22	0	0	1.4	36	6.9	43	6.1	41	3.6	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	163	1553	121	74	42	26	13	8	0	0	1.3	31	6.3	39	4.9	33	3.1	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	163	1553	121	74	42	26	13	8	0	0	1.3	31	6.3	39	4.9	33	3.1	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	65	1540	51	78	14	22	2	3	0	0	1.1	27	6.0	38	4.4	30	2.9	41
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	98	1562	70	71	28	29	11	11	0	0	1.4	34	6.4	40	5.2	35	3.2	46
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	163	1553	121	74	42	26	13	8	0	0	1.3	31	6.3	39	4.9	33	3.1	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	59	1541	47	80	12	20	2	3	0	0	1.1	26	6.1	38	4.5	30	2.8	41
	Nonparticipants	104	1560	74	71	30	29	11	11	0	0	1.4	34	6.3	40	5.1	34	3.2	46
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	30	1512	28	93	2	7	1	3	0	0	1.0	24	4.8	30	3.9	26	2.7	38
	No	133	1563	93	70	40	30	12	9	0	0	1.3	33	6.6	41	5.1	34	3.2	45
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	7	1662	2	29	5	71	3	43	0	0	1.7	43	10.1	63	7.0	47	5.0	71
	Nonparticipants	156	1548	119	76	37	24	10	6	0	0	1.2	31	6.1	38	4.8	32	3.0	43
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	122	1537	100	82	22	18	4	3	0	0	1.2	30	5.7	36	4.6	30	2.8	40
	No	41	1600	21	51	20	49	9	22	0	0	1.5	37	7.9	50	5.9	39	3.8	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ALGEBRA I

All Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: SPRING 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	116	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	118	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Items Tested									
												11		12		14		11		6	
												Avg. # of Items / % Correct									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
Male		67	3674	25	37	42	63	11	16	3	4	4.1	37	5.8	49	6.1	43	4.9	45	2.9	49
Female		49	3872	11	22	38	78	15	31	8	16	5.3	49	6.5	54	7.4	53	5.6	51	3.4	57
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		62	3739	19	31	43	69	10	16	4	6	4.5	41	6.1	51	6.7	48	5.0	46	3.0	51
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		10	3575	7	70	3	30	2	20	1	10	3.7	34	4.5	38	5.4	39	4.7	43	3.0	50
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		41	3839	10	24	31	76	14	34	6	15	4.9	45	6.7	55	7.0	50	5.7	52	3.3	54
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	67	3704	22	33	45	67	11	16	3	4	4.5	41	5.8	49	6.2	44	5.0	45	3.0	49
	No	49	3831	14	29	35	71	15	31	8	16	4.7	43	6.5	54	7.3	52	5.5	50	3.4	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	*Current LEP*	28	3637	11	39	17	61	1	4	0	0	3.9	35	5.5	46	6.5	46	4.5	41	2.5	42
	Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	78	3798	24	31	54	69	23	29	11	14	4.8	44	6.3	53	6.8	49	5.4	49	3.3	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	26	3643	10	38	16	62	1	4	0	0	3.9	35	5.5	46	6.4	46	4.6	42	2.6	43
	Nonparticipants	90	3791	26	29	64	71	25	28	11	12	4.8	44	6.3	52	6.7	48	5.4	49	3.3	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	112	3756	35	31	77	69	25	22	10	9	4.6	41	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	34	3916	7	21	27	79	11	32	7	21	5.1	47	6.6	55	7.9	56	6.0	54	3.6	61
	Nonparticipants	82	3692	29	35	53	65	15	18	4	5	4.4	40	5.9	49	6.2	44	4.9	44	2.9	49
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	51	3653	19	37	32	63	4	8	1	2	4.0	37	5.6	47	6.2	44	4.6	42	2.6	43
	No	65	3840	17	26	48	74	22	34	10	15	5.1	46	6.5	54	7.0	50	5.6	51	3.6	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ALGEBRA I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 044 STRICKLAND M.S.

Report Date: SPRING 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	116	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	118	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Number and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Items Tested									
												11		12		14		11		6	
												Avg. # of Items / % Correct									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
Male		67	3674	25	37	42	63	11	16	3	4	4.1	37	5.8	49	6.1	43	4.9	45	2.9	49
Female		49	3872	11	22	38	78	15	31	8	16	5.3	49	6.5	54	7.4	53	5.6	51	3.4	57
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		62	3739	19	31	43	69	10	16	4	6	4.5	41	6.1	51	6.7	48	5.0	46	3.0	51
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		10	3575	7	70	3	30	2	20	1	10	3.7	34	4.5	38	5.4	39	4.7	43	3.0	50
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		41	3839	10	24	31	76	14	34	6	15	4.9	45	6.7	55	7.0	50	5.7	52	3.3	54
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	67	3704	22	33	45	67	11	16	3	4	4.5	41	5.8	49	6.2	44	5.0	45	3.0	49
	No	49	3831	14	29	35	71	15	31	8	16	4.7	43	6.5	54	7.3	52	5.5	50	3.4	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	*Current LEP*	28	3637	11	39	17	61	1	4	0	0	3.9	35	5.5	46	6.5	46	4.5	41	2.5	42
	Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	78	3798	24	31	54	69	23	29	11	14	4.8	44	6.3	53	6.8	49	5.4	49	3.3	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	116	3758	36	31	80	69	26	22	11	9	4.6	42	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	26	3643	10	38	16	62	1	4	0	0	3.9	35	5.5	46	6.4	46	4.6	42	2.6	43
	Nonparticipants	90	3791	26	29	64	71	25	28	11	12	4.8	44	6.3	52	6.7	48	5.4	49	3.3	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	112	3756	35	31	77	69	25	22	10	9	4.6	41	6.1	51	6.7	48	5.2	47	3.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	34	3916	7	21	27	79	11	32	7	21	5.1	47	6.6	55	7.9	56	6.0	54	3.6	61
	Nonparticipants	82	3692	29	35	53	65	15	18	4	5	4.4	40	5.9	49	6.2	44	4.9	44	2.9	49
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	51	3653	19	37	32	63	4	8	1	2	4.0	37	5.6	47	6.2	44	4.6	42	2.6	43
	No	65	3840	17	26	48	74	22	34	10	15	5.1	46	6.5	54	7.0	50	5.6	51	3.6	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Texas Education Agency
2019-20 School Report Card
STRICKLAND MIDDLE (061901044)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

School Information

District Name: DENTON ISD
Campus Type: Middle School
Total Students: 944
Grade Span: 06 - 08

For more information about this campus, see **https://TXSchools.gov** or the Texas Academic Performance Report at **https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html**

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

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

	Campus	District	State
Attendance Rate (2018-19)	96.3%	96.2%	95.4%
Enrollment by Race/Ethnicity			
African American	10.4%	17.6%	12.6%
Hispanic	50.1%	32.2%	52.8%
White	36.3%	44.5%	27.0%
American Indian	1.0%	0.6%	0.4%
Asian	0.5%	3.6%	4.6%
Pacific Islander	0.4%	0.2%	0.2%
Two or More Races	1.3%	1.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	64.5%	46.0%	60.2%
Special Education	14.8%	11.9%	10.7%
English Learners	28.3%	15.4%	20.3%
Mobility Rate (2018-19)	10.4%	14.7%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	20.8	20.4	20.4
Secondary			
English/Language Arts	14.9	19.1	16.4
Foreign Languages	14.0	18.0	18.7
Mathematics	20.5	20.8	17.8
Science	24.8	21.2	18.8
Social Studies	23.6	22.1	19.3

School Financial Information (2018-19)

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

	Campus	District	State
Instructional Staff Percent	n/a	71.5%	64.6%
Instructional Expenditure Ratio	n/a	68.6%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,877	$9,856	$9,913
Instruction	$6,137	$5,968	$5,558
Instructional Leadership	$159	$136	$162
School Leadership	$472	$516	$589

Texas Education Agency
2019-20 School Report Card
STRICKLAND MIDDLE (061901044)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	81%	**75%**	74%	71%	82%	76%	85%	100%	57%	70%
	2018	77%	81%	**74%**	71%	70%	81%	81%	86%	*	65%	67%
ELA/Reading	2019	75%	78%	**76%**	78%	71%	83%	82%	*	*	75%	71%
	2018	74%	79%	**75%**	74%	70%	81%	80%	86%	*	56%	68%
Mathematics	2019	82%	85%	**83%**	80%	80%	87%	82%	*	*	58%	79%
	2018	81%	84%	**79%**	75%	75%	85%	80%	86%	*	67%	74%
Writing	2019	68%	74%	**64%**	59%	61%	71%	80%	*	*	*	59%
	2018	66%	72%	**71%**	70%	63%	80%	*	*	-	75%	64%
Science	2019	81%	84%	**75%**	73%	68%	87%	80%	*	-	60%	69%
	2018	80%	83%	**76%**	70%	74%	80%	*	*	*	-	67%
Social Studies	2019	81%	82%	**61%**	61%	56%	71%	40%	*	-	20%	54%
	2018	78%	81%	**62%**	48%	55%	73%	*	*	*	-	49%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**42%**	45%	33%	54%	49%	38%	80%	24%	35%
	2018	48%	53%	**43%**	34%	35%	56%	27%	38%	*	46%	33%
ELA/Reading	2019	48%	52%	**45%**	51%	34%	58%	45%	*	*	42%	37%
	2018	46%	52%	**43%**	36%	34%	57%	30%	43%	*	56%	34%
Mathematics	2019	52%	55%	**43%**	45%	36%	53%	45%	*	*	33%	37%
	2018	50%	53%	**41%**	32%	34%	54%	20%	43%	*	33%	33%
Writing	2019	38%	44%	**38%**	34%	30%	50%	80%	*	*	*	32%
	2018	41%	48%	**46%**	53%	36%	59%	*	*	-	50%	36%
Science	2019	54%	58%	**46%**	48%	35%	62%	60%	*	-	0%	40%
	2018	51%	55%	**54%**	30%	48%	67%	*	*	*	-	40%
Social Studies	2019	55%	56%	**29%**	36%	19%	44%	20%	*	-	0%	21%
	2018	53%	56%	**32%**	15%	29%	41%	*	*	*	-	21%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	26%	**20%**	21%	13%	30%	11%	23%	60%	8%	14%
	2018	22%	24%	**19%**	16%	13%	28%	8%	24%	*	8%	12%
ELA/Reading	2019	21%	24%	**24%**	29%	16%	35%	18%	*	*	8%	17%
	2018	19%	22%	**21%**	21%	14%	31%	10%	29%	*	11%	15%
Mathematics	2019	26%	29%	**17%**	17%	11%	25%	0%	*	*	17%	12%
	2018	24%	25%	**14%**	11%	9%	23%	0%	14%	*	11%	10%
Writing	2019	14%	17%	**16%**	14%	10%	25%	40%	*	*	*	11%
	2018	13%	14%	**15%**	23%	7%	23%	*	*	-	0%	10%
Science	2019	25%	27%	**24%**	27%	11%	43%	0%	*	-	0%	16%
	2018	23%	26%	**31%**	11%	22%	46%	*	*	*	-	19%
Social Studies	2019	33%	34%	**16%**	12%	10%	27%	0%	*	-	0%	11%
	2018	31%	33%	**17%**	11%	15%	20%	*	*	*	-	10%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	**64**	65	60	69	77	88	*	75	61
	2018	69	70	**64**	66	62	67	48	71	*	72	61
ELA/Reading	2019	68	69	**67**	69	62	70	82	*	*	68	62
	2018	69	70	**65**	63	64	66	55	75	*	78	63
Mathematics	2019	70	72	**62**	61	58	67	73	*	*	82	60
	2018	70	70	**63**	69	60	68	40	67	*	67	60

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2019-20 School Report Card
STRICKLAND MIDDLE (061901044)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	45%	**37%**	45%	34%	39%	*	*	-	*	35%
2018	38%	45%	**32%**	50%	29%	34%	*	-	-	*	31%
Mathematics											
2019	45%	50%	**49%**	50%	47%	53%	*	*	-	*	50%
2018	47%	53%	**42%**	47%	44%	36%	*	-	-	*	43%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	83%	**78%**	81%	71%	88%	80%	*	-	60%	73%
Students Requiring Accelerated Instruction											
2019	22%	17%	**22%**	19%	29%	12%	20%	0%	-	40%	27%
STAAR Cumulative Met Standard											
2019	85%	89%	**84%**	91%	77%	92%	80%	*	-	80%	80%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	84%	**72%**	62%	71%	78%	60%	*	-	60%	69%
Students Requiring Accelerated Instruction											
2019	18%	16%	**28%**	38%	29%	22%	40%	0%	-	40%	31%
STAAR Cumulative Met Standard											
2019	88%	89%	**83%**	76%	83%	86%	80%	*	-	60%	81%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

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Denton Independent School District

Ginnings Elementary

2021-2022 Campus Improvement Plan

Mission Statement

To educate and inpsire each child to reach their maximum potential.

Vision

A campus of educational greatness.

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

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

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- Goal 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 15
- 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 19
- Goal 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life. 22

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Comprehensive Needs Assessment

Needs Assessment Overview

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Demographics

Demographics Summary

Ginnings Elementary was built in 1968 and is known as one of the district's "heritage schools" for its longstanding place in the community and even celebrated its 50th anniversary of serving Denton students. It is named after J.L. Ginnings, a local resident home builder whose family donated the land on which the campus stands.

The staff at Ginnings has built a strong relationship with the families and businesses in its community through various programs that assist its students in and out of the classroom. Programs like Food Drive, Angel Tree and Clothes Closet help the economically disadvantaged students, while partnerships with local businesses and universities provide outlets for all students to learn, grow and be recognized for their achievements.

Ginnings students have access to multiple forms of learning technology through computers, mobile devices and other applications as well as interactive displays in most classrooms to keep them engaged. That engagement also continues in the arts with a fifth-grade orchestra, an honors choir and award-winning art programs being popular on campus.

The staff, students and families celebrate their differences and nationalities, allowing for various multicultural themes for typical school events like book fair, PTA meetings and fundraisers, while also allowing for special events like hot dog socials and technology-free nights where everyone feels like a part of the Ginnings family.

Established: 1968
Mascot: Jaguars
Colors: Royal Blue and Yellow

GINNINGS ELEMENTARY SCHOOL	
Campus Program	One-Way Dual Language
Total Number of Students	666
Mobility Rate	12.9%
STUDENT ENROLLMENT BY RACE/ETHNICITY	
African American	16.5%
Asian	1.8%
Hispanic	53.3%
American India	0.3%
Pacific Islander	0.15%
Two or More Races	2.1%
White	23.1%

GINNINGS ELEMENTARY SCHOOL	
STUDENT ENROLLMENT BY TYPE	
Economically Disadvantaged	74.6%
English Language Learner	32.7%
Special Education Services	13.0%

(Please see TAPR Report for 2018-2019 in addendums for specific demographic information regarding testing, attendance, graduation, etc.)

Demographics Strengths

1. Ginnings Elementary is a campus that has diverse student and staff population.
2. Ginnings Elementary provide different academic programs to address the academic needs of all the students. These programs include: Dual Language (One Way), ESL, Gifted and Talented, Special Education, General Education, Positive Academic Behavioral Support, Functional Life Skills, and Dyslexia.
3. Ginnings Elementary serves students from kinder to 5th grade.
4. Ginnings Elementary has increase its enrolment by 82 students.
5. Due to the increase in enrolment a new unit for kinder monolingual was added.

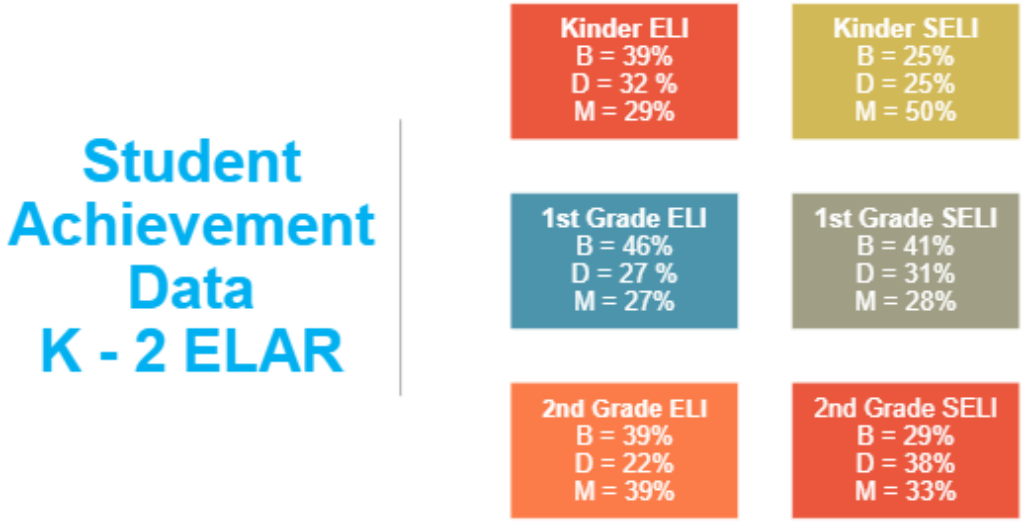
Problem Statements Identifying Demographics Needs

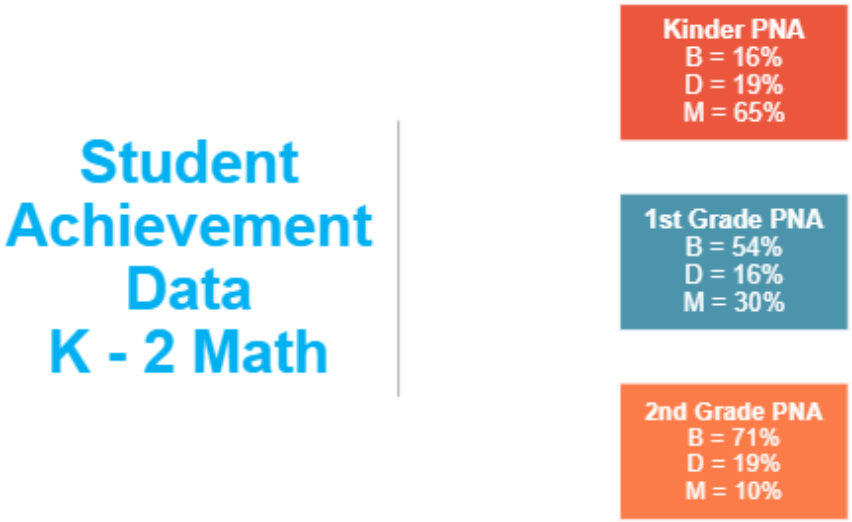
Problem Statement 1: While our enrollment numbers are increasing, the behavioral and socio-emotional needs have increased as well.

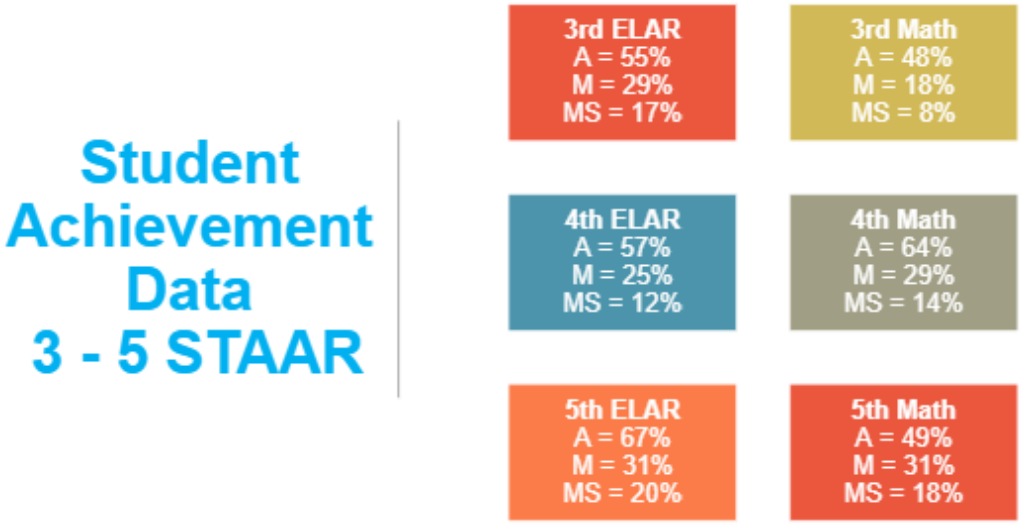
Student Learning

Student Learning Summary

The following data was gather from district and state assessment. The reported data is from EOY reports from 2020-2021.







Student Learning Strengths

Use of diverse strategies and instructional resources are implemented to increase student achievement:

- AFL
- Lucy Calkins
- Mega Labs
- Workshop Model
- 5 Es
- UbD
- PLC
- 1 to 1 technology

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students scored lower in all areas of STAAR 2020 and in district assessments. **Root Cause:** Learning loss due to COVID-19 school closure

School Processes & Programs

School Processes & Programs Summary

Ginnings Elementary has several systems and programs to ensure efficacy in daily operations and learning.

- Student clubs offered to students from kinder to 5th.
- Restorative practices are included as part of the daily curriculum.
- Interventions, enrichment, and extention opportunities.

The instruction that takes place in all classroms is in alignment with the district curriculum and state standards. By implementing PLC strategies and components teachers are able to identify the essential skills to be taught and to be assessed.

All classrooms are equiped with technology that allows teachers to create and deliver interactive instruction. The use of technology help students connect to real-world experiences, including post-secondary opportunities.

Ginnings has committes than collaborate in the desicion making process and help in the overall function of the school, ensuring that quality, rigorous, and relevant academic instruction is provided to students.

Ginnings provides a support system for new teachers to the campus and new teachers to the education field as well. A highly rigorous system has been stablished to hire and recrut highly-effective staff.

School Processes & Programs Strengths

CURRICULUM, INTRUCTION and ASSESSMENT

1. Master schedule that include specific times for interventions for Tier II and Tier III students.
2. Creation of JAG (Jaguars are Great) time to address HB4545 intervention.
3. Creation of a calendar to provide intervention for reading and math weekly and monthly.
4. PLC process to develop the 15 Day challenge.
5. PLC crucial conversations.
6. MTSS sessions to report and address academic and behavior needs of students.
7. Common assessments developed according to identified essentials.
8. Zone assessments developed according to district curriculum.
9. Weekly collaboration and planning in all subject areas and programs including interventions.
10. Effective use of district provided resources.
11. Bilingual resources and bilingual classroom libraries provide for every bilingual classroom.
12. Implementation on workshop models
13. Instructional vertical committes that meet every 9 weeks to analyze aligment within the instruction accross grade levels.
14. 2 Instructional coaches that provide coching, guide, and suppport to all teachers.
15. 3 interventionists and paraprofessionals that provide intervention services for HB4545 and tier II students.

TECHNOLOGY

1. Technology is used for instruction, intervention, enrichment, and extensions.
2. Staff attend traings to improve their technology skills.
3. 1/1 chromebook per student.

SCHOOL CONTEXT and ORGANIZATION

1. 6 teachers are part of the district curricullum writers team.
2. Effective communication between parents, teachers, and administrators is conducted by diverse methods such as email, TAC, Class Dojo, Sewsaw, phone calls, and news letters.

STAFF QUALITY, RECRUITMENT and RETENTION

1. Detaled Duty schedules
2. Professional development opportunities
3. System to provide support for newly hired teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need professional development opportunities that address the expertise and knowledge of the teachers.

Perceptions

Perceptions Summary

Academic committes, PTA, CIS, and staff collaborate to create and offer opportunities to promote family engagement.

Families receive communication montly and weekly about events happening at Ginnings.

Expectations for academic excellence are shared with families and families support the school mission and vision.

Perceptions Strengths

FAMILY and COMMUNITY INVOLVEMENT

- Glows and grows are shared with parents weekly and monthly.
- Several social media platforms are used to communicate what is happening at Ginnings.
- Parents are given opportunities to be involve in the education of their children and in the school events.
- Jag Jamborees to celebrate and recognize student achivement, effort, participation, and attendance.
- Lunch with a leader.
- Communities in Schools

SCHOOL CULTURE and CLIMATE

- Teachers values and beliefs are in alignment with the school vision and mission.
- Teachers implementes social emotional learning startegies to support the need of the students
- Staff are committed to the academic success and wellbeing of all the students.
- Teachers are supportive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to increase family engagement and parent involvement **Root Cause:** Parents don't know the benefits of being involved with the school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 12, 2021

Goal 1: Teaching & Learning

In pursuit of excellence, we will:
* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* 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: Ginnings Elementary School will focus on ensuring at least one year's growth in Reading and Math for every student using Beginning of the Year (BOY) data to End of the Year (EOY) data from August 2021 to May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Reading:
* Texas Primary Reading Inventory (TPRI)
*TejasLEE
* Developmental Reading Assessment (DRA)
* Informal Reading Inventory (IRI)
* Istation Reading
* Common Assessments
* TELPAS
* STAAR

Math:
* Primary Numeracy Assessment (PNA)
* Imagine Math
* Common Assessments
* STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.	Formative		
Strategy's Expected Result/Impact: More students meeting mastery during whole-group class instruction.	Dec	Mar	May
Staff Responsible for Monitoring: Instructional Coaches Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus interventionists will intervene with students and teachers to support Tier I, II, & III instruction.	Formative		
Strategy's Expected Result/Impact: Improved student achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Reading Interventionist Math Interventionist Bilingual/ESL Interventionist Reading Recovery & DLL Interventionists Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Part-Time/Temporary support teachers will intervene with students and teachers to support Tier II & III instruction.	Formative		
Strategy's Expected Result/Impact: Improved student academic achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Instructional Coaches Campus Interventionists Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: JAG Time (accelerated instruction, intervention, extension and enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.	Formative		
Strategy's Expected Result/Impact: Improved student achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 5 Details	Formative Reviews		
Strategy 5: PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased teacher collective inquiry and improved student achievement.			
Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 6 Details	Formative Reviews		
Strategy 6: Professional development will be conducted to increase teacher quality for improved student achievement.	Formative		
Strategy's Expected Result/Impact: Increased teacher quality and improved student achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Instructional Coaches Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 7 Details	Formative Reviews		
Strategy 7: Additional resources will be purchased to support student learning and teacher best practices.	Formative		
Strategy's Expected Result/Impact: Increased supplemental resources for improved student achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Library Media Specialist Instructional Coaches Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 8 Details	Formative Reviews		
Strategy 8: Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased academics and improved behaviors among students. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists School Counselor Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 9 Details	Formative Reviews		
Strategy 9: Istation Reading and Imagine Math will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Differentiated supports for improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 10 Details	Formative Reviews		
Strategy 10: Reading and Math campus, zone, and district assessments will be administered to obtain campus data for responsive instruction.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Relevant data to plan effective instruction for improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists Instructional Coaches Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: Progress Monitoring system will be developed to track and monitor student data for PLC work and DMTSS purposes **Strategy's Expected Result/Impact:** Relevant data to plan effective instruction for improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Special Education Teachers Campus Interventionists Coaches Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 12 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 12: A variety of classroom walkthroughs and observations will be conducted to focus on teacher development and student learning for expected growth and engagement. **Strategy's Expected Result/Impact:** Increase expertise in teacher knowledge and student achievement **Staff Responsible for Monitoring:** Administrators Administrative Intern **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: Ginnings Elementary School will establish a positive school culture & climate through events and programs that will build community among all stakeholders from August 2021 to May 2022.

Evaluation Data Sources: Culture & Climate Data
Attendance Report/Data
Panorama Data
Campus Survey Data

Strategy 1 Details	Formative Reviews		
Strategy 1: A variety of incentives and recognitions will be implemented to honor the efforts, hard work, and commitment of our students, parents, staff, and the community.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students and staff feeling appreciated and honored. **Staff Responsible for Monitoring:** Administration Campus Staff **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Jag Jamboree School-Wide Assemblies will be held for student and teacher recognitions, attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc. every Nine Weeks.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students and staff feeling appreciated and recognized. **Staff Responsible for Monitoring:** School Counselor Administration Administrative Intern **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections.	Formative		
Staff Responsible for Monitoring: Campus Interventionist Instructional Coaches School Counselor Administration **Title I Schoolwide Elements:** 2.5, 3.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement.	Formative		
Strategy's Expected Result/Impact: Proud student sense of belonging and involvement. **Staff Responsible for Monitoring:** Club/Organization Sponsors School Counselor Administration **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Trainings will be conducted for teachers and parents/guardians with useful resources and techniques that will support students and strengthen the school and home relationships.	Formative		
Strategy's Expected Result/Impact: Increased school and home relationships for student success. **Staff Responsible for Monitoring:** School Counselor Administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Communities in Schools (CIS), along with other community partnerships, will support our student and family needs.	Formative		
Strategy's Expected Result/Impact: Increased wraparound services for students and families. **Staff Responsible for Monitoring:** CIS Coordinator Volunteer Coordinator School Counselor Administration **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Parent-Teacher Association (PTA), along with the campus, will work together to support the overall school community.	Formative		
Strategy's Expected Result/Impact: Established partnerships for continual school support. **Staff Responsible for Monitoring:** PTA Executive Board Administration	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Multiple social media platforms will be used to keep all stakeholders informed on all classroom/school-wide events, updates, and information and to highlight all the great things happening on campus. **Strategy's Expected Result/Impact:** Informed school community and increased communication. **Staff Responsible for Monitoring:** Classroom Teachers School Counselor Administration **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: Ginnings Elementary will expose students to a variety of opportunities for exploring extracurricular academic, athletic, and leadership clubs in order to better equip students with the necessary skills to be successful in their lives.

Evaluation Data Sources: Number of students participating in clubs.
Survey
Parent and student feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop clubs during and afterschool that allow students to explore different ways to be an active learner. Choir Video Journalism Art LEAGUE GOAL GEMS Minecraft STEM Creative Writing Color Guard Student Council **Strategy's Expected Result/Impact:** Students will learn to communicate by using the 4 Cs: communication, collaboration, critical thinking, and creativity. Student will learn the importance of dedication and consistency. **Staff Responsible for Monitoring:** Club sponsors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Each nine weeks, students will selected by teachers who demonstrate Pillars of Character will receive special recognition. **Strategy's Expected Result/Impact:** Improve students SEL and servant leadership. **Staff Responsible for Monitoring:** Classroom teachers School Counselor Administration **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Ginnings Elementary will support new comers and new students through Student Council buddies. **Strategy's Expected Result/Impact:** New students feeling welcomed and happy to be part of Ginnings **Staff Responsible for Monitoring:** Student Council LPAC Committee Administration Teachers **Title I Schoolwide Elements:** 2.6 - **Targeted Support Strategy**			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Opportunities for Students
In pursuit of excellence, we will:
* Support college, career, military and life readiness
* Engage students in extracurricular clubs and organizations
* Advocate for public education across the state and nation
* Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.

Performance Objective 2: 100% of students that did not met the standard on STAAR will receive 30 hours of accelerated instruction, so they can show at least 1 year of growth on STAAR test in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR test 2022
Data Tracking Documents
Progress Monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: Ginnings will offer before, during, after and Saturday tutoring to help close the achievement gap in accordance with HB 4545.	Formative		
Strategy's Expected Result/Impact: Student academic growth as evidenced on the STAAR test 2022 and other campus assessments.	Dec	Mar	May
Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers Administration Interventionists Coaches			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Ginnings Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 1.5
Brief Description of SCE Services and/or Programs

Personnel for Ginnings Elementary

Name	Position	FTE
Amber Morris	Math Interventionist 3-5	NaN
Kristen Gray	Reading Interventionist 3-5	NaN
Stephanie Blankenship	Literacy Support K-2 / Reading Recovery	NaN

Title I Personnel

Name	Position	Program	FTE
Cindy Ferrris	Instructional Coach (Campus)	Literacy / Math	1.0 TI
Courtney Thompson	Instructional Coach (District)	Literacy / Math	0.5 TI

Addendums

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 3 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	84	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	86	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												5		15		14	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		84	1376	38	45	46	55	24	29	14	17	3.5	70	7.9	53	7.5	54
Male		47	1365	22	47	25	53	12	26	6	13	3.5	70	7.7	52	7.2	51
Female		37	1390	16	43	21	57	12	32	8	22	3.5	70	8.1	54	7.9	57
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		43	1364	20	47	23	53	10	23	5	12	3.6	71	7.8	52	7.2	51
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		10	1366	4	40	6	60	3	30	1	10	3.5	70	7.9	53	7.4	53
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		29	1396	14	48	15	52	11	38	8	28	3.3	67	8.1	54	7.9	57
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	61	1340	32	52	29	48	12	20	4	7	3.2	65	7.1	48	6.9	49
Disadvantaged	*No*	23	1470	6	26	17	74	12	52	10	43	4.2	83	10.0	66	9.3	66
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	84	1376	38	45	46	55	24	29	14	17	3.5	70	7.9	53	7.5	54
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	84	1376	38	45	46	55	24	29	14	17	3.5	70	7.9	53	7.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	18	1369	6	33	12	67	3	17	1	6	3.7	73	7.9	53	7.6	54
Proficient	*Non-LEP (Monitored 1st Year)*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	65	1375	32	49	33	51	20	31	12	18	3.4	69	7.8	52	7.5	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	17	1366	7	41	10	59	3	18	1	6	3.6	72	7.7	51	7.6	54
	Nonparticipants	67	1378	31	46	36	54	21	31	13	19	3.5	70	8.0	53	7.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	83	1376	38	46	45	54	24	29	14	17	3.5	70	7.9	53	7.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	10	1246	9	90	1	10	1	10	1	10	1.4	28	5.1	34	5.2	37
	No	74	1393	29	39	45	61	23	31	13	18	3.8	76	8.3	55	7.8	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	8	1580	0	0	8	100	7	88	5	63	4.6	93	12.8	85	11.1	79
	Nonparticipants	76	1354	38	50	38	50	17	22	9	12	3.4	68	7.4	49	7.1	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	24	1336	11	46	13	54	3	13	1	4	3.4	68	7.2	48	6.6	47
	No	60	1392	27	45	33	55	21	35	13	22	3.6	71	8.2	55	7.9	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	91	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	93	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												8		13		7		4	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		91	1358	47	52	44	48	16	18	7	8	4.6	57	6.1	47	3.2	46	2.0	51
Male		49	1359	25	51	24	49	8	16	2	4	4.5	57	6.0	46	3.3	47	2.2	55
Female		42	1358	22	52	20	48	8	19	5	12	4.7	58	6.2	48	3.1	44	1.9	47
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		50	1346	25	50	25	50	7	14	3	6	4.5	56	6.1	47	3.1	44	1.9	47
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		10	1351	6	60	4	40	2	20	1	10	4.5	56	5.7	44	3.1	44	2.2	55
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		29	1376	16	55	13	45	6	21	3	10	4.8	59	6.2	48	3.3	48	2.2	56
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	68	1336	39	57	29	43	7	10	4	6	4.4	55	5.6	43	2.9	42	1.9	49
Disadvantaged	*No*	23	1424	8	35	15	65	9	39	3	13	5.3	66	7.6	58	4.0	57	2.3	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	91	1358	47	52	44	48	16	18	7	8	4.6	57	6.1	47	3.2	46	2.0	51
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	91	1358	47	52	44	48	16	18	7	8	4.6	57	6.1	47	3.2	46	2.0	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	25	1385	9	36	16	64	5	20	1	4	5.0	63	7.1	55	3.4	49	2.1	52
Proficient	*Non-LEP (Monitored 1st Year)*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	65	1346	38	58	27	42	10	15	6	9	4.4	55	5.6	43	3.1	45	2.0	50
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	24	1378	9	38	15	63	4	17	1	4	4.9	61	6.9	53	3.5	50	2.0	51
	Nonparticipants	67	1351	38	57	29	43	12	18	6	9	4.5	56	5.9	45	3.1	44	2.0	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	90	1358	47	52	43	48	16	18	7	8	4.6	58	6.1	47	3.2	46	2.0	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	11	1266	10	91	1	9	0	0	0	0	3.2	40	3.8	29	2.2	31	1.6	41
	No	80	1371	37	46	43	54	16	20	7	9	4.8	60	6.4	50	3.4	48	2.1	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	8	1562	0	0	8	100	6	75	2	25	7.1	89	10.4	80	5.5	79	3.0	75
	Nonparticipants	83	1339	47	57	36	43	10	12	5	6	4.3	54	5.7	44	3.0	43	2.0	49
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	31	1360	15	48	16	52	5	16	1	3	4.5	56	6.5	50	3.2	46	2.0	49
	No	60	1358	32	53	28	47	11	18	6	10	4.7	58	5.9	46	3.2	46	2.1	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STAAR State of Texas Assessments of Academic Readiness

------ Spanish Version ------

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 3 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	8	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	8	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												5		15		14	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
Male		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		6	S-1406	2	33	4	67	2	33	1	17	3.2	63	9.3	62	7.8	56
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	7	S-1432	2	29	5	71	3	43	2	29	3.0	60	10.1	68	8.6	61
Disadvantaged	*No*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	7	S-1455	1	14	6	86	3	43	2	29	3.4	69	10.6	70	9.0	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	8	S-1425	2	25	6	75	3	38	2	25	3.1	63	10.0	67	8.4	60
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 3 MATHEMATICS

------ Spanish Version ------

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	1	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	1	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												8		13		7		4	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Disadvantaged	*No*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 4 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	91	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	91	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		15		13	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		91	1445	39	43	52	57	23	25	11	12	4.7	58	8.1	54	7.4	57
Male		52	1434	25	48	27	52	13	25	4	8	4.5	56	7.5	50	7.3	57
Female		39	1460	14	36	25	64	10	26	7	18	4.8	61	8.8	59	7.6	58
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		50	1454	22	44	28	56	13	26	6	12	4.7	59	8.0	53	7.7	60
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		15	1392	8	53	7	47	2	13	0	0	4.1	51	6.9	46	6.2	48
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		23	1443	9	39	14	61	6	26	4	17	4.6	58	8.5	57	7.3	57
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	74	1447	31	42	43	58	18	24	9	12	4.7	59	8.1	54	7.5	57
Disadvantaged	*No*	17	1437	8	47	9	53	5	29	2	12	4.5	57	7.8	52	7.3	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	89	1453	37	42	52	58	23	26	11	12	4.7	59	8.2	55	7.5	58
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	91	1445	39	43	52	57	23	25	11	12	4.7	58	8.1	54	7.4	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	23	1463	10	43	13	57	5	22	2	9	4.5	57	8.3	56	8.1	63
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	68	1439	29	43	39	57	18	26	9	13	4.7	59	8.0	53	7.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	17	1461	8	47	9	53	4	24	2	12	4.5	57	8.5	56	7.6	59
	Nonparticipants	74	1441	31	42	43	58	19	26	9	12	4.7	59	8.0	53	7.4	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	87	1445	37	43	50	57	23	26	11	13	4.7	59	8.1	54	7.3	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	13	1326	11	85	2	15	0	0	0	0	2.9	37	5.0	33	4.8	37
	No	78	1465	28	36	50	64	23	29	11	14	4.9	62	8.6	57	7.9	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	14	1573	2	14	12	86	7	50	6	43	6.3	79	10.5	70	10.0	77
	Nonparticipants	77	1422	37	48	40	52	16	21	5	6	4.4	55	7.6	51	7.0	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	26	1447	12	46	14	54	6	23	2	8	4.3	54	8.0	53	7.8	60
	No	65	1444	27	42	38	58	17	26	9	14	4.8	60	8.1	54	7.3	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 4 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	96	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	96	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												9		11		10		4	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		96	1508	35	36	61	64	28	29	13	14	6.0	67	6.0	55	4.9	49	1.8	46
Male		55	1519	16	29	39	71	17	31	7	13	6.1	67	6.3	57	5.1	51	1.9	46
Female		41	1492	19	46	22	54	11	27	6	15	5.9	65	5.7	52	4.7	47	1.8	45
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		55	1529	16	29	39	71	15	27	8	15	6.2	69	6.4	58	5.1	51	1.9	49
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		15	1456	8	53	7	47	4	27	0	0	5.1	57	5.0	45	4.7	47	1.2	30
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		23	1481	11	48	12	52	8	35	4	17	5.9	65	5.7	52	4.3	43	1.8	46
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	78	1511	29	37	49	63	24	31	12	15	6.0	67	6.1	55	5.0	50	1.8	46
Disadvantaged	*No*	18	1492	6	33	12	67	4	22	1	6	5.9	66	5.9	54	4.6	46	1.8	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	94	1515	33	35	61	65	28	30	13	14	6.1	68	6.1	56	5.0	50	1.9	46
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	96	1508	35	36	61	64	28	29	13	14	6.0	67	6.0	55	4.9	49	1.8	46
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	28	1515	9	32	19	68	5	18	4	14	6.2	69	6.2	56	4.8	48	1.9	47
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	68	1505	26	38	42	62	23	34	9	13	5.9	66	5.9	54	5.0	50	1.8	45
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	22	1521	6	27	16	73	4	18	3	14	6.4	71	6.3	57	4.7	47	2.0	49
	Nonparticipants	74	1504	29	39	45	61	24	32	10	14	5.9	65	5.9	54	5.0	50	1.8	45
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	92	1509	33	36	59	64	28	30	13	14	6.0	67	6.0	55	5.0	50	1.8	46
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	14	1412	11	79	3	21	2	14	1	7	4.9	55	3.9	35	3.3	33	1.1	29
	No	82	1524	24	29	58	71	26	32	12	15	6.2	69	6.4	58	5.2	52	1.9	48
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	14	1676	1	7	13	93	9	64	6	43	7.9	87	8.5	77	7.2	72	2.6	64
	Nonparticipants	82	1479	34	41	48	59	19	23	7	9	5.7	63	5.6	51	4.5	45	1.7	42
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	31	1505	11	35	20	65	6	19	4	13	6.0	67	6.1	55	4.6	46	1.8	46
	No	65	1509	24	37	41	63	22	34	9	14	6.0	66	6.0	55	5.1	51	1.8	45
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	91	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	91	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Composition		Revision		Editing	
												Number of Points Possible		Number of Items Tested			
												8		8		16	
												Avg. # of Points / % Scored		Avg. # of Items / % Correct			
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		91	3366	55	60	36	40	11	12	2	2	3.3	41	4.2	52	8.0	50
Male		52	3314	33	63	19	37	4	8	0	0	3.1	38	4.0	50	8.0	50
Female		39	3435	22	56	17	44	7	18	2	5	3.6	45	4.3	54	8.1	50
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		50	3308	34	68	16	32	5	10	1	2	3.3	41	4.0	50	7.7	48
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		15	3314	10	67	5	33	1	7	0	0	3.1	39	3.8	48	8.1	51
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		23	3492	11	48	12	52	5	22	1	4	3.4	43	4.6	57	8.5	53
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	74	3330	48	65	26	35	8	11	1	1	3.3	41	4.1	51	7.8	49
Disadvantaged	*No*	17	3520	7	41	10	59	3	18	1	6	3.4	42	4.5	56	8.9	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	88	3384	52	59	36	41	11	13	2	2	3.3	41	4.2	53	8.2	51
	Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	91	3366	55	60	36	40	11	12	2	2	3.3	41	4.2	52	8.0	50
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	22	3233	16	73	6	27	1	5	0	0	3.2	40	4.0	49	7.0	44
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	69	3408	39	57	30	43	10	14	2	3	3.3	41	4.2	53	8.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	17	3166	14	82	3	18	1	6	0	0	3.2	40	3.5	44	6.7	42
	Nonparticipants	74	3412	41	55	33	45	10	14	2	3	3.3	42	4.3	54	8.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	88	3361	54	61	34	39	11	13	2	2	3.3	41	4.1	52	8.0	50
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	13	2918	12	92	1	8	0	0	0	0	2.1	26	3.0	38	5.2	33
	No	78	3440	43	55	35	45	11	14	2	3	3.5	44	4.4	54	8.5	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	14	3665	5	36	9	64	4	29	1	7	4.2	53	4.7	59	10.0	63
	Nonparticipants	77	3311	50	65	27	35	7	9	1	1	3.1	39	4.1	51	7.7	48
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	25	3221	18	72	7	28	1	4	0	0	3.1	39	3.9	49	7.0	44
	No	66	3420	37	56	29	44	10	15	2	3	3.4	42	4.3	53	8.4	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

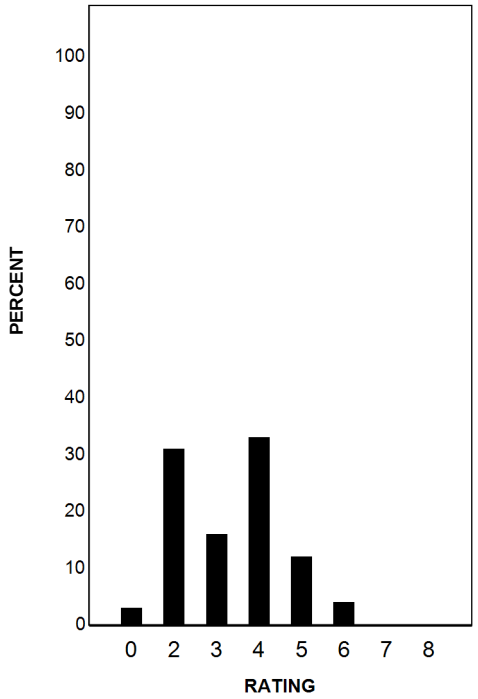
Report Date: JUNE 2021
Date of Testing: SPRING 2021

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary

Composition

Rating	#	%
0	3	3
2	28	31
3	15	16
4	30	33
5	11	12
6	4	4
7	0	0
8	0	0
Total	91	100



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.

STAAR State of Texas Assessments of Academic Readiness

------ Spanish Version ------

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 4 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	5	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	5	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		15		13	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Disadvantaged	*No*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	S-1346	3	60	2	40	0	0	0	0	2.6	33	5.8	39	6.6	51
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 4 WRITING

------ Spanish Version ------

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	5	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	5	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Composition		Revision		Editing	
												Number of Points Possible		Number of Items Tested			
												8		8		16	
												Avg. # of Points / % Scored		Avg. # of Items / % Correct			
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Disadvantaged	*No*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	2979	5	100	0	0	0	0	0	0	2.4	30	3.6	45	7.0	44
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

-- Spanish Version --

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Constructed Responses Summary Report

GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

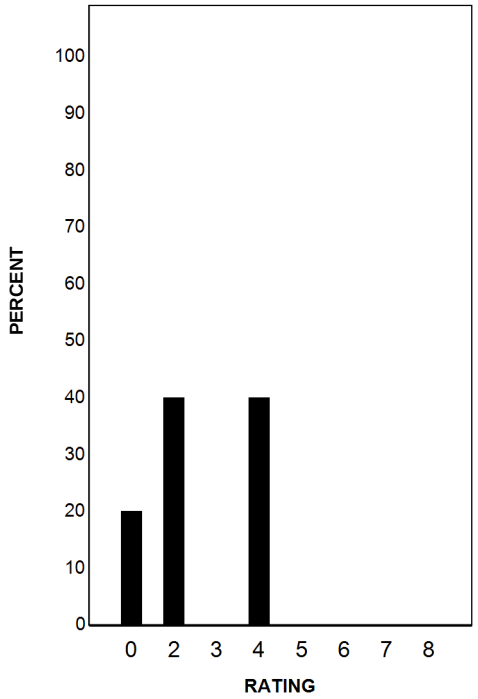
Report Date: JUNE 2021
Date of Testing: SPRING 2021

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary

Composition

Rating	#	%
0	1	20
2	2	40
3	0	0
4	2	40
5	0	0
6	0	0
7	0	0
8	0	0
Total	5	100



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 5 SCIENCE

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary	Number	Percent
Students Tested	96	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	98	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
												Number of Items Tested							
												6		8		10		12	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		96	3478	60	63	36	38	12	13	5	5	3.4	57	3.8	48	5.4	54	6.6	55
Male		53	3524	29	55	24	45	8	15	3	6	3.2	54	4.0	50	5.8	58	7.0	58
Female		43	3421	31	72	12	28	4	9	2	5	3.7	61	3.7	46	4.8	48	6.0	50
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		53	3412	33	62	20	38	5	9	2	4	3.3	55	3.5	44	5.3	53	6.2	52
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		14	3250	13	93	1	7	0	0	0	0	2.7	45	3.3	41	3.9	39	5.9	49
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		26	3755	11	42	15	58	7	27	3	12	4.0	67	4.7	59	6.5	65	7.9	66
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	72	3421	48	67	24	33	6	8	1	1	3.4	57	3.7	46	5.1	51	6.3	53
Disadvantaged	*No*	24	3650	12	50	12	50	6	25	4	17	3.5	59	4.3	54	6.0	60	7.4	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	94	3484	58	62	36	38	12	13	5	5	3.5	58	3.9	48	5.4	54	6.6	55
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	96	3478	60	63	36	38	12	13	5	5	3.4	57	3.8	48	5.4	54	6.6	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	31	3373	21	68	10	32	2	6	1	3	3.2	54	3.4	42	5.1	51	6.1	51
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	65	3528	39	60	26	40	10	15	4	6	3.5	59	4.1	51	5.5	55	6.8	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	22	3371	15	68	7	32	1	5	0	0	3.4	57	3.2	40	5.1	51	6.0	50
	Nonparticipants	74	3510	45	61	29	39	11	15	5	7	3.4	57	4.0	50	5.4	54	6.7	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	8	3249	6	75	2	25	0	0	0	0	2.5	42	3.3	41	4.5	45	5.6	47
	Nonparticipants	88	3499	54	61	34	39	12	14	5	6	3.5	59	3.9	49	5.4	54	6.7	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	14	3058	14	100	0	0	0	0	0	0	1.8	30	2.1	27	3.6	36	5.1	42
	No	82	3550	46	56	36	44	12	15	5	6	3.7	62	4.1	52	5.7	57	6.8	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	9	4123	1	11	8	89	6	67	1	11	4.8	80	6.0	75	8.3	83	9.3	78
	Nonparticipants	87	3411	59	68	28	32	6	7	4	5	3.3	55	3.6	45	5.1	51	6.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	35	3388	23	66	12	34	3	9	1	3	3.2	54	3.6	45	5.1	51	6.0	50
	No	61	3529	37	61	24	39	9	15	4	7	3.6	59	4.0	50	5.5	55	6.9	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STAAR State of Texas Assessments of Academic Readiness

------ Spanish Version ------

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 5 SCIENCE

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary	Number	Percent
Students Tested	4	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	4	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
												Number of Items Tested							
												6		8		10		12	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Disadvantaged	*No*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 3 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		84	46	55	8	6	75	92	52	57
Male		47	25	53	2	---	---	49	27	55
Female		37	21	57	6	4	67	43	25	58
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		43	23	53	8	6	75	51	29	57
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		1	---	---	0	---	---	1	---	---
Black or African American		10	6	60	0	---	---	10	6	60
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		29	15	52	0	---	---	29	15	52
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	61	29	48	7	5	71	68	34	50
	No	23	17	74	1	---	---	24	18	75
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	84	46	55	8	6	75	92	52	57
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	84	46	55	8	6	75	92	52	57
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	*Current LEP*	18	12	67	8	6	75	26	18	69
	Non-LEP (Monitored 1st Year)	1	---	---	0	---	---	1	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	65	33	51	0	---	---	65	33	51
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	17	10	59	8	6	75	25	16	64
	Nonparticipants	67	36	54	0	---	---	67	36	54
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	1	---	---	0	---	---	1	---	---
	Nonparticipants	83	45	54	8	6	75	91	51	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	10	1	10	1	---	---	11	1	9
	No	74	45	61	7	6	86	81	51	63
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	8	8	100	0	---	---	8	8	100
	Nonparticipants	76	38	50	8	6	75	84	44	52
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	24	13	54	8	6	75	32	19	59
	No	60	33	55	0	---	---	60	33	55
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		91	44	48	1	---	---	92	44	48
Male		49	24	49	0	---	---	49	24	49
Female		42	20	48	1	---	---	43	20	47
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		50	25	50	1	---	---	51	25	49
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		1	---	---	0	---	---	1	---	---
Black or African American		10	4	40	0	---	---	10	4	40
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		29	13	45	0	---	---	29	13	45
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	68	29	43	0	---	---	68	29	43
	No	23	15	65	1	---	---	24	15	63
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	91	44	48	1	---	---	92	44	48
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	91	44	48	1	---	---	92	44	48
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	*Current LEP*	25	16	64	1	---	---	26	16	62
	Non-LEP (Monitored 1st Year)	1	---	---	0	---	---	1	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	65	27	42	0	---	---	65	27	42
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	24	15	63	1	---	---	25	15	60
	Nonparticipants	67	29	43	0	---	---	67	29	43
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	1	---	---	0	---	---	1	---	---
	Nonparticipants	90	43	48	1	---	---	91	43	47
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	11	1	9	0	---	---	11	1	9
	No	80	43	54	1	---	---	81	43	53
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	8	8	100	0	---	---	8	8	100
	Nonparticipants	83	36	43	1	---	---	84	36	43
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	31	16	52	1	---	---	32	16	50
	No	60	28	47	0	---	---	60	28	47
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 4 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		91	52	57	5	2	40	96	54	56
Male		52	27	52	3	---	---	55	28	51
Female		39	25	64	2	---	---	41	26	63
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		50	28	56	5	2	40	55	30	55
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		15	7	47	0	---	---	15	7	47
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		23	14	61	0	---	---	23	14	61
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	74	43	58	4	---	---	78	45	58
	No	17	9	53	1	---	---	18	9	50
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	89	52	58	5	2	40	94	54	57
	Nonparticipants	2	---	---	0	---	---	2	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	91	52	57	5	2	40	96	54	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	*Current LEP*	23	13	57	5	2	40	28	15	54
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	68	39	57	0	---	---	68	39	57
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	17	9	53	5	2	40	22	11	50
	Nonparticipants	74	43	58	0	---	---	74	43	58
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	4	---	---	0	---	---	4	---	---
	Nonparticipants	87	50	57	5	2	40	92	52	57
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	13	2	15	1	---	---	14	2	14
	No	78	50	64	4	---	---	82	52	63
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	14	12	86	0	---	---	14	12	86
	Nonparticipants	77	40	52	5	2	40	82	42	51
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	26	14	54	5	2	40	31	16	52
	No	65	38	58	0	---	---	65	38	58
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 4 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		96	61	64	0	---	---	96	61	64
Male		55	39	71	0	---	---	55	39	71
Female		41	22	54	0	---	---	41	22	54
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		55	39	71	0	---	---	55	39	71
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		15	7	47	0	---	---	15	7	47
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		23	12	52	0	---	---	23	12	52
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically	*Yes*	78	49	63	0	---	---	78	49	63
Disadvantaged	*No*	18	12	67	0	---	---	18	12	67
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	94	61	65	0	---	---	94	61	65
	Nonparticipants	2	---	---	0	---	---	2	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	96	61	64	0	---	---	96	61	64
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English	*Current LEP*	28	19	68	0	---	---	28	19	68
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	68	42	62	0	---	---	68	42	62
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	22	16	73	0	---	---	22	16	73
	Nonparticipants	74	45	61	0	---	---	74	45	61
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	4	---	---	0	---	---	4	---	---
	Nonparticipants	92	59	64	0	---	---	92	59	64
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	14	3	21	0	---	---	14	3	21
	No	82	58	71	0	---	---	82	58	71
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	14	13	93	0	---	---	14	13	93
	Nonparticipants	82	48	59	0	---	---	82	48	59
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	31	20	65	0	---	---	31	20	65
	No	65	41	63	0	---	---	65	41	63
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		91	36	40	5	0	0	96	36	38
Male		52	19	37	3	---	---	55	19	35
Female		39	17	44	2	---	---	41	17	41
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		50	16	32	5	0	0	55	16	29
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		15	5	33	0	---	---	15	5	33
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		23	12	52	0	---	---	23	12	52
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically	*Yes*	74	26	35	4	---	---	78	26	33
Disadvantaged	*No*	17	10	59	1	---	---	18	10	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	88	36	41	5	0	0	93	36	39
	Nonparticipants	3	---	---	0	---	---	3	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	91	36	40	5	0	0	96	36	38
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English	*Current LEP*	22	6	27	5	0	0	27	6	22
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	69	30	43	0	---	---	69	30	43
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	17	3	18	5	0	0	22	3	14
	Nonparticipants	74	33	45	0	---	---	74	33	45
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	88	34	39	5	0	0	93	34	37
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	13	1	8	1	---	---	14	1	7
	No	78	35	45	4	---	---	82	35	43
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	14	9	64	0	---	---	14	9	64
	Nonparticipants	77	27	35	5	0	0	82	27	33
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	25	7	28	5	0	0	30	7	23
	No	66	29	44	0	---	---	66	29	44
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 5 SCIENCE

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		96	36	38	4	---	---	100	37	37
Male		53	24	45	3	---	---	56	25	45
Female		43	12	28	1	---	---	44	12	27
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		53	20	38	4	---	---	57	21	37
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		14	1	7	0	---	---	14	1	7
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		26	15	58	0	---	---	26	15	58
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	72	24	33	2	---	---	74	24	32
	No	24	12	50	2	---	---	26	13	50
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	94	36	38	4	---	---	98	37	38
	Nonparticipants	2	---	---	0	---	---	2	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	96	36	38	4	---	---	100	37	37
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	*Current LEP*	31	10	32	4	---	---	35	11	31
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	65	26	40	0	---	---	65	26	40
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	22	7	32	4	---	---	26	8	31
	Nonparticipants	74	29	39	0	---	---	74	29	39
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	8	2	25	0	---	---	8	2	25
	Nonparticipants	88	34	39	4	---	---	92	35	38
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	14	0	0	0	---	---	14	0	0
	No	82	36	44	4	---	---	86	37	43
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	9	8	89	0	---	---	9	8	89
	Nonparticipants	87	28	32	4	---	---	91	29	32
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	35	12	34	4	---	---	39	13	33
	No	61	24	39	0	---	---	61	24	39
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 5 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary	Number	Percent
Students Tested	90	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	92	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		16		14	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		90	1515	30	33	60	67	28	31	18	20	4.8	60	10.0	63	8.6	61
Male		51	1515	21	41	30	59	18	35	11	22	4.8	60	9.7	61	8.7	62
Female		39	1515	9	23	30	77	10	26	7	18	4.8	60	10.5	66	8.5	61
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		46	1502	15	33	31	67	11	24	6	13	4.8	60	9.7	60	8.3	59
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		14	1478	8	57	6	43	4	29	3	21	4.6	57	9.1	57	7.4	53
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		27	1570	5	19	22	81	13	48	9	33	5.2	65	11.6	72	9.9	71
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	69	1498	25	36	44	64	18	26	10	14	4.6	57	9.7	61	8.2	59
Disadvantaged	*No*	21	1572	5	24	16	76	10	48	8	38	5.5	69	11.2	70	9.9	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	89	1515	30	34	59	66	28	31	18	20	4.8	60	10.1	63	8.6	61
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	90	1515	30	33	60	67	28	31	18	20	4.8	60	10.0	63	8.6	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	24	1511	6	25	18	75	6	25	2	8	5.1	64	10.0	62	8.5	61
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	66	1517	24	36	42	64	22	33	16	24	4.7	59	10.1	63	8.6	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	16	1542	2	13	14	88	5	31	2	13	5.1	64	10.8	67	9.7	69
	Nonparticipants	74	1509	28	38	46	62	23	31	16	22	4.7	59	9.9	62	8.4	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	7	1431	4	57	3	43	1	14	0	0	4.9	61	7.9	49	5.7	41
	Nonparticipants	83	1522	26	31	57	69	27	33	18	22	4.8	60	10.2	64	8.8	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	12	1389	9	75	3	25	2	17	0	0	3.8	47	6.2	39	5.8	41
	No	78	1535	21	27	57	73	26	33	18	23	5.0	62	10.6	67	9.0	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	9	1730	0	0	9	100	9	100	9	100	6.6	82	14.3	90	13.3	95
	Nonparticipants	81	1491	30	37	51	63	19	23	9	11	4.6	58	9.6	60	8.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	29	1513	8	28	21	72	8	28	4	14	5.0	62	10.1	63	8.5	61
	No	61	1516	22	36	39	64	20	33	14	23	4.7	59	10.0	63	8.7	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary	Number	Percent
Students Tested	95	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	97	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												6		17		9		4	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		95	1550	48	51	47	49	29	31	17	18	3.1	51	9.4	55	4.4	49	2.0	50
Male		53	1557	28	53	25	47	19	36	10	19	3.2	53	9.7	57	4.4	49	1.9	48
Female		42	1542	20	48	22	52	10	24	7	17	3.0	50	8.9	53	4.4	49	2.1	54
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		51	1581	22	43	29	57	19	37	11	22	3.1	52	10.4	61	4.8	54	2.1	51
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		14	1461	11	79	3	21	1	7	0	0	2.4	40	6.8	40	3.2	36	1.6	41
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		27	1553	12	44	15	56	9	33	6	22	3.4	57	9.0	53	4.7	52	2.3	56
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	72	1545	37	51	35	49	22	31	11	15	3.0	50	9.3	55	4.3	48	1.9	48
Disadvantaged	*No*	23	1566	11	48	12	52	7	30	6	26	3.3	55	9.5	56	4.9	54	2.3	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	94	1552	47	50	47	50	29	31	17	18	3.1	52	9.4	55	4.5	50	2.0	51
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	95	1550	48	51	47	49	29	31	17	18	3.1	51	9.4	55	4.4	49	2.0	50
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	29	1612	7	24	22	76	14	48	7	24	3.7	61	11.6	68	5.2	57	2.3	59
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	66	1523	41	62	25	38	15	23	10	15	2.8	47	8.4	49	4.1	46	1.9	47
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	21	1630	3	14	18	86	11	52	6	29	3.9	64	12.1	71	5.3	59	2.6	65
	Nonparticipants	74	1528	45	61	29	39	18	24	11	15	2.9	48	8.6	50	4.2	47	1.8	46
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	7	1548	4	57	3	43	2	29	1	14	3.0	50	9.9	58	4.4	49	1.6	39
	Nonparticipants	88	1550	44	50	44	50	27	31	16	18	3.1	51	9.3	55	4.4	49	2.0	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	14	1443	13	93	1	7	1	7	0	0	2.1	36	7.0	41	2.7	30	0.9	21
	No	81	1569	35	43	46	57	28	35	17	21	3.2	54	9.8	57	4.7	53	2.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	9	1847	0	0	9	100	8	89	7	78	5.2	87	15.1	89	7.6	84	3.7	92
	Nonparticipants	86	1519	48	56	38	44	21	24	10	12	2.8	47	8.8	52	4.1	46	1.8	46
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	34	1591	11	32	23	68	14	41	7	21	3.4	56	10.9	64	5.0	56	2.2	56
	No	61	1528	37	61	24	39	15	25	10	16	2.9	48	8.5	50	4.1	46	1.9	47
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STAAR State of Texas Assessments of Academic Readiness

------ Spanish Version ------

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 5 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary	Number	Percent
Students Tested	10	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	10	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
												1		2		3	
												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
												Number of Items Tested					
												8		16		14	
												Avg. # of Items / % Correct					
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
Male		5	S-1573	1	20	4	80	3	60	1	20	4.8	60	12.0	75	7.8	56
Female		5	S-1597	1	20	4	80	3	60	2	40	6.0	75	12.2	76	7.4	53
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	5	S-1591	1	20	4	80	3	60	2	40	5.4	68	12.0	75	8.0	57
Disadvantaged	*No*	5	S-1579	1	20	4	80	3	60	1	20	5.4	68	12.2	76	7.2	51
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	8	S-1620	1	13	7	88	6	75	3	38	6.1	77	12.8	80	8.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	10	S-1585	2	20	8	80	6	60	3	30	5.4	68	12.1	76	7.6	54
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STAAR State of Texas Assessments of Academic Readiness

------ Spanish Version ------

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary

	Number	Percent
Students Tested	5	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	5	100

Legend

--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Items Tested							
												6		17		9		4	
												Avg. # of Items / % Correct							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Disadvantaged	*No*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English	*Current LEP*	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
Proficient	*Non-LEP (Monitored 1st Year)*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	1492	3	60	2	40	1	20	0	0	2.6	43	7.8	46	3.6	40	2.2	55
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 5 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		90	60	67	10	8	80	100	68	68
Male		51	30	59	5	4	80	56	34	61
Female		39	30	77	5	4	80	44	34	77
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		46	31	67	10	8	80	56	39	70
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		14	6	43	0	---	---	14	6	43
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		27	22	81	0	---	---	27	22	81
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	69	44	64	5	4	80	74	48	65
	No	21	16	76	5	4	80	26	20	77
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	89	59	66	10	8	80	99	67	68
	Nonparticipants	1	---	---	0	---	---	1	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	90	60	67	10	8	80	100	68	68
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	*Current LEP*	24	18	75	10	8	80	34	26	76
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	66	42	64	0	---	---	66	42	64
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	16	14	88	10	8	80	26	22	85
	Nonparticipants	74	46	62	0	---	---	74	46	62
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	7	3	43	0	---	---	7	3	43
	Nonparticipants	83	57	69	10	8	80	93	65	70
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	12	3	25	2	---	---	14	4	29
	No	78	57	73	8	7	88	86	64	74
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	9	9	100	0	---	---	9	9	100
	Nonparticipants	81	51	63	10	8	80	91	59	65
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	29	21	72	10	8	80	39	29	74
	No	61	39	64	0	---	---	61	39	64
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		95	47	49	5	2	40	100	49	49
Male		53	25	47	3	---	---	56	26	46
Female		42	22	52	2	---	---	44	23	52
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		51	29	57	5	2	40	56	31	55
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		14	3	21	0	---	---	14	3	21
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		27	15	56	0	---	---	27	15	56
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	72	35	49	2	---	---	74	35	47
	No	23	12	52	3	---	---	26	14	54
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	94	47	50	5	2	40	99	49	49
	Nonparticipants	1	---	---	0	---	---	1	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	95	47	49	5	2	40	100	49	49
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	*Current LEP*	29	22	76	5	2	40	34	24	71
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Post Monitoring)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	66	25	38	0	---	---	66	25	38
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	21	18	86	5	2	40	26	20	77
	Nonparticipants	74	29	39	0	---	---	74	29	39
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	7	3	43	0	---	---	7	3	43
	Nonparticipants	88	44	50	5	2	40	93	46	49
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	14	1	7	0	---	---	14	1	7
	No	81	46	57	5	2	40	86	48	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	9	9	100	0	---	---	9	9	100
	Nonparticipants	86	38	44	5	2	40	91	40	44
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	34	23	68	5	2	40	39	25	64
	No	61	24	39	0	---	---	61	24	39
	No Information Provided	0	---	---	0	---	---	0	---	---

Denton Independent School District

Hodge Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Teach • Learn • Grow • Serve

Motto: Whatever it takes, no excuses.

Vision

To create a collaborative learning community that nurtures the achievement of all.

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

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

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Goal 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 17
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 20
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Hodge is a Two Way Dual Language school that is also a Title I campus. Hodge has a large percentage of At Risk and Limited English Proficient learners that require various intensive interventions to be successful, including academic interventions, social and emotional interventions, and behavioral interventions. About 80% of the student population is economically disadvantaged. About half of the student population do not have English as their first language. The emotional demands on teachers and staff are incredibly high and we continue to need additional staff in an effort to alleviate the added demands and stress. The additional staff will provide additional services as well as allow for reduced teacher/student ratios. Hodge needs staff members who can serve bilingual special education students as well as bilingual dyslexic students. Hodge needs staff who can intervene and teach appropriate and healthy behaviors and support students and their families with social adjustment difficulties.

Established: 1987

Mascot: Hawk

Colors: Red, Black, and White

Motto: Whatever it takes, no excuses.

The overall campus demographics are:

Group	Count	Percent
All	682	100
PreK	40	6
K	92	14
1	115	17
2	113	17

Group	Count	Percent
3	97	15
4	103	16
5	104	16
African American	58	9
Hispanic	407	62
White	187	28
Other	12	2
504	64	10
Special Education	73	11
LEP	328	49
Gifted & Talented	39	8
Econ. Status	546	82

The staff demographics are:

Group	Size
African American	3%
Hispanic	28%
White	38%
Other	3%

Demographics Strengths

- We have a high percentage of Bilingual Staff, including teachers, support personnel, interventionists in comparison to other campuses with similar demographics.

- We have a high percentage of Behavior Intervention/Counseling Staff in comparison to other campuses with similar demographics.

- ACE/CIS Program

- Overall, the racial/ethnic demographics of the staff are similar to that of the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population, including bilingual certified and paraprofessional staff, counseling staff, behavior intervention staff, and special education certified and paraprofessional staff.

Student Learning

Student Learning Summary

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

Hodge students are making strides in their social emotional, behavioral, and academic learning. We have identified a strong need for improvement of "Meets" across all grade levels and subject areas on state assessments. We have systems in place to allow teachers time for planning (PLC), intervening (WIN), and monitoring student progress (MTSS) that are built in to our master schedule. We have identified a need to increase student access to books, especially in Spanish. We have identified a need for ongoing professional development in the areas of Assessment for Learning, Lucy Calkins, PLC, and Social Emotional Well Being. We need to find ways to give our staff more time for planning and learning. We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

Data points include STAAR, Benchmarks, Common Assessments, and Report Card grades to address our students' learning gaps from previous years.

See below for specifics to the 20-21 STAAR results we are using to address strengths, challenges, and gaps.

Test	% Approaches English - 2018-2019	% Approaches Spanish - 2018-2019	% Approaches English - 2020-2021	% Approaches Sp 2020-2021
3rd Grade Reading	86	64	64	64
3rd Grade Math	79	100	58	60
4th Grade Reading	78	49	62	52
4th Grade Math	84	50	51	43
4th Grade Writing	60	66	45	32
5th Grade Reading	89	100	74	100
5th Grade Math	100	---	81	75
5th Grade Science	88	25	72	67

Student Learning Strengths

Student Achievement - Based on the results from the 2020-2021 School Report Card.

* Texas School Districts did not receive Accountability Ratings in 2020 due to COVID.

* Designations were not provided in 2020 due to COVID.

Book of the Month Initiative

Use of AfL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

PLC Extended Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Interventions

Teacher Directed Professional Development Sessions

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Because students scored lower in all areas of STAAR from 2019 to 2021, and in response to HB4545, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Hodge ES has several systems and programs in place to support students and teachers.

* STEAM clubs for all students every Friday.

* Restorative/Relational practices in classrooms for prevention and resolution of social issues.

* Reflection/Reset spaces for students to prepare emotionally and physically to participate successfully in class.

* RISE! social emotional lessons are provided daily in all classrooms.

* Focus Groups for Shared Leadership and Decision Making

* Teacher Directed Professional Development Sessions

* We need to increase positive visibility on social media to promote the success of our school. We will continue refreshing the building, such as replacing the carpet mural.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment
- Creation of a Master Schedule that allows all grade level teachers to have the same prioed off to colloborate and have PLCs during the school day

- Use of WIN Time to address HB4545 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-led researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our grade levels
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criterias, Student Goal Setting, and Effective Questioing)

Technology

- All staff trained in Canvas to allow student access to material

- An increased use of technology for assessment and immediate feedback

- An increased use of technology to facilitate 504 and SpEd accommodations

- Willingness of staff to improve technology skills and integrate technology in lessons

- Strong support from campus technology staff

- We are a 1:1 Chromebook campus

School Context and Organization ~
- All Hodge certified staff have a have a leadership role on campus.

- Effective communication between staff and parents through TAC emails and school neswleters.

- Organized duty stations

- Supervision inside and outside the campus is actively monitored by staff

- Student/teacher ineractions are positive.

Staff Quality, Recruitment and Retention

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Perceptions

Perceptions Summary

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

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

Hodge ES has several wonderful opportunities for families to engage with the school personnel, through evening events, clubs, and other family outreach events. The staff and students take pride in the mission and motto of our school. The campus needs in this area include increased parent communication and additional staff to support students and their families, such as another full time counselor. To help meet students' needs additional training on strategies for working with students who have experienced ACEs and/or living in extreme poverty is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff. The school needs to support PLC work by ensuring that it is goal driven and data fueled, continuing to emphasize support for bilingual students with special needs, and providing resources for WIN.

Perceptions Strengths

Family and Community Involvement -
- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more

- High levels of social media and email and phone blast are keeping parents in the loop

- Celebration of Learning/ Winter Wonderland Family Nights

- Ballet Folklorico Club

- Holiday Support for Families

School Culture and Climate ~
- Relationships built by staff with students

- Committed staff

- Staff is happy to be at work

- High but achievable expectations that allows students to reach goals

- Staff is helpful

- Teachers are involved

- Students living out our inclusive culture by helping peers and teachers

- Staff feels that administration is creating a positive culture

- Staff and students know, and live by, the school Mission and Motto

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

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

Performance Objective 1: To increase student achievement as evidenced by a minimum of one year's growth in reading text level for all students through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

HB3 Goal

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, ELI/SELI data, PNA data, Imagine Math & iStation data, Data and anecdotal conversations from PLC, Zone Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of eligible HB4545 students will be served by May 2022.	Formative		
Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, C&I **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** A Team Tutors - Title I, Part A - $5,000	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **Strategy's Expected Result/Impact:** Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries. **Staff Responsible for Monitoring:** Reading Interventionists (Erica Salazar, Iris Ramirez, Stacy Shrestha, & Colleen Moore) as monitored by administration. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading Interventionists - State Compensatory Education (SCE) - $140,000, Reading Interventionists - Title I, Part A - $70,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **Strategy's Expected Result/Impact:** Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, PNA, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, Math Closet. **Staff Responsible for Monitoring:** Math Coach/ Interventionist (Pam Hurst) as monitored by administration. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $35,000			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program. **Strategy's Expected Result/Impact:** Increase in % of meeting standard on assessments: TELPAS, LPAC data, STAAR Simulation & STAAR, SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries, Dual Language Agenda. **Staff Responsible for Monitoring:** Campus Interventionists (Zulma Mojica) as monitored by administration. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum			

Strategy 5 Details	Formative Reviews		
Strategy 5: Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase in % meeting standard on Figure 19 STAAR results. **Staff Responsible for Monitoring:** Academic coaching team, Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: Purchase effective research-based materials and technology in Math, Science and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase in % meeting standard: STAAR results , ELI/SELI/DRA BOY, MOY & EOY **Staff Responsible for Monitoring:** Principal and Academic Coaching Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Substitutes - Title I, Part A - $5,000			

Strategy 8 Details	Formative Reviews		
Strategy 8: Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: SPED Referral Rates **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Assessment Materials - Title I, Part A - $1,000			

Strategy 9 Details	Formative Reviews		
Strategy 9: Ongoing PD to support the implementation of PLCs, the new TEKS, Assessment for Learning strategies, Lucy Calkins, and Two Way Dual Language.	Formative		
Strategy's Expected Result/Impact: Assessment Results to inform next steps.	Dec	Mar	May
Staff Responsible for Monitoring: Coaches, Interventionists, and Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide additional access to books, specifically Spanish books.	Formative		
Strategy's Expected Result/Impact: Increased Student Achievement per Assessment Results	Dec	Mar	May
Staff Responsible for Monitoring: Deanna Seigler			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide teachers with student intervention materials.	Formative		
Strategy's Expected Result/Impact: Increased Student Achievement per Assessment Results	Dec	Mar	May
Staff Responsible for Monitoring: Coaches, Interventionists, and Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Intervention Materials - Title I, Part A - $8,500			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Culture & Climate

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

Performance Objective 1: To improve the culture and climate for teaching and learning as evidenced by improved Culture and Climate Survey results through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

Evaluation Data Sources: Enrollment Data, Staff Roster, CLT/Teacher observations, PTA Enrollment, Family Engagement Nights, Parent electronic communication, District Parent and Teacher Surveys, Campus Staff Surveys, Teaming / Planning Time/PLCs, Teacher Self Assessments, Professional Development Data, Walk Through Data, T-TESS evaluation data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school.	Formative		
Strategy's Expected Result/Impact: Surveys RTI Feedback Bully Prevention Data **Staff Responsible for Monitoring:** Administration; counselor; parent liaison; CIS Coordinator **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.	Formative		
Strategy's Expected Result/Impact: Decrease in chronically absent students. Decrease in student behavior concerns. **Staff Responsible for Monitoring:** Administration and Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.	Formative		
Strategy's Expected Result/Impact: Decrease in chronically absent students, Improved School Culture. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Maintain a Student Assistance Counselor at Hodge ES.	Formative		
Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.	Dec	Mar	May
Staff Responsible for Monitoring: Administration, Kati Willis			
Title I Schoolwide Elements: 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			
Funding Sources: At Risk Counselor - Title I, Part A - $83,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Full time behavior interventionist to support students with their behaviors and social adjustment needs	Formative		
Strategy's Expected Result/Impact: Decrease in office referrals.	Dec	Mar	May
Staff Responsible for Monitoring: Administration, Shante Weaver			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			
Funding Sources: Behavior Interventionist Paraprofessional - Title I, Part A - $22,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Reset room to prepare students emotionally and physically to be able to participate successfully in the classroom.	Formative		
Strategy's Expected Result/Impact: Decrease in office referrals.	Dec	Mar	May
Staff Responsible for Monitoring: Administration, Shante Weaver, Counselors			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
Strategy 7: Ongoing PD for teachers and other staff members on how to help students who have experienced ACEs feel connected, competent, and in control.	Formative		
Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results. Decrease in office referrals.	Dec	Mar	May
Staff Responsible for Monitoring: Counselors			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 8 Details	Formative Reviews		
Strategy 8: Meet with individual teachers each 9 weeks to further develop relationships, clarify expectations and provide support, and communicate appreciation.	Formative		
Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results	Dec	Mar	May
Staff Responsible for Monitoring: Administration			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 9 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 9: Provide opportunities to students in each grade level to experience various arts and cultures in order to further develop appreciation for selves and others. **Strategy's Expected Result/Impact:** Increased Self-Esteem, Increased Sensitivity and Appreciation for Differences in Others, Increased Pride in our Hodge Hawk Community **Staff Responsible for Monitoring:** Andrea Hare, Special Areas Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, parent education classes, and parent events. **Strategy's Expected Result/Impact:** Strengthening relationships with parents will directly impact student achievement. **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Supplies and Food - Title I, Part A - $2,100			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: Through Focus Groups, all certified teachers will be engaged in shared leadership and decision making, shaping the culture of our school and the work it does for students, teachers, families, and the greater community. **Strategy's Expected Result/Impact:** Increase in efficacy for teachers. **Staff Responsible for Monitoring:** Andrea Hare, Rachel Hix, CLT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionists		$140,000.00
1	1	3	Math Interventionist		$35,000.00
				Sub-Total	$175,000.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	A Team Tutors		$5,000.00
1	1	2	Reading Interventionists		$70,000.00
1	1	7	Substitutes		$5,000.00
1	1	8	Assessment Materials		$1,000.00
1	1	11	Intervention Materials		$8,500.00
2	1	4	At Risk Counselor		$83,000.00
2	1	5	Behavior Interventionist Paraprofessional		$22,000.00
2	1	10	Parent Involvement Supplies and Food		$2,100.00
				Sub-Total	$196,600.00
				Grand Total	$371,600.00

Addendums

Denton Independent School District

Nettie Shultz Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Vision

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

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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 24
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 25
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodrow Wilson Elementary is a Title 1 neighborhood school located inside the city of Denton. We have one regular education bus and two special education buses that serve our students. The remainder of our students either walk, are car riders, or ride day care buses. Our campus is a dual language two-way campus for one cohort of students in each grade level. The majority of our ELLs are served in the bilingual classrooms. We have two Adaptive and Functional Skills classrooms that serve special education students across the district. Our teachers are veteran teachers with a high campus teacher retention level with the majority of our teachers having over 10 years of experience. Our parents and school community are actively involved with our campus.

Enrollment by Race/Ethnicity	
African American	9.80%
Hispanic	27.5%
White	60.3%
American Indian	0.8%
Asian	1.5%
Pacific Islander	0.20%
Two or More Races	0.0%
Enrollment by Student Group	
Economically Disadvantaged	41.60%
English Learners	14.00%
Special Education	12.20%
Mobility Rate (2017-18)	12.70%

Demographics Strengths

The campus staff has several members that have 20+ years of teaching experience with the majority having more than 10 years with a high staff retention rate. The campus

leadership teams makes decisions that are based on data which leads to staff development that focuses on the campus needs. The administration actively recruits highly qualified teachers and attends recruitment events. New teachers are supported through a robust mentor program.

The campus supports student learning through staff development and instructional coaches and interventionist. Our campus has a Math, Literacy, and Bilingual/ESL instructional coach/interventionist as well as dyslexia, reading recovery to support struggling learners. Our gifted and talented teachers provide learning opportunities for students to help build background knowledge and provide equity.

The campus leadership team uses data to determine the best use of the Title 1 funds that support the students through supplemental learning opportunities, resources, and real world learning experiences through field trips.

Supplemental resources are provided for all students to support learning in Math, Reading, Writing, Science, and Social Studies. Through the campus Multi-Tiered System of Supports team decisions are made to provide the appropriate intervention and resources for student learning and behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.

Problem Statement 2 (Prioritized): Special Education Students need strong support in all content areas identified in IEP. **Root Cause:** Special Education Teachers need more training in content specific areas.

Problem Statement 3 (Prioritized): Additional intervention time needs to be provided to students in Kinder-2nd Grade. **Root Cause:** The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.

Problem Statement 4: Bilingual Special Education students do not always understand their special education teacher. **Root Cause:** Inclusion teachers and paraprofessionals are not bilingual.

Problem Statement 5 (Prioritized): New to Wilson families do not always connect with established families. **Root Cause:** Opportunities need to be provided for all families to connect and be part of the community.

Problem Statement 6 (Prioritized): Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Student Learning

Student Learning Summary

State Data from 2018-2019 is being used due to COVID-19. For 2018-2019 Woodrow Wilson Elementary earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

Accountability Rating Domain	Percentage
Overall	85 (B)
Student Achievement	88 (B)
School Progress	82 (B)
Closing the Gaps	79 (C)

Our campus received TEA Distinction Designations in the areas of ELA/Reading, Science, and Postsecondary Readiness.

We use a robust Multi Tiered Systematic System of supports to review every student. All students not performing on grade level receive supplemental support either in the classroom for Math, Reading, and Bilingual literacy. We review student progress and adjust instruction as needed based on data. Programs such as Reading Counts and Study Island are used and need to be available quickly for student access as soon as they start school. To help support student learning, teachers work collaboratively through their Professional Learning Community. Time is provided for them to work together and serve small groups of students by using substitutes to cover their classrooms. Saturday school is also provided as an additional time for student learning.

Data gathered throughout the 2019-2020 school year shows our campus continues have high academic expectaitons. Middle of the year Data was used due to COVID-19, Based on this data, we were on track to perform at or above where we performed the previous year.

Overall math results by grade for Middle of the Year.

	Kindergarten KR BOY/MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
Wilson	94	02/10/20	84.04%	13.83%	2.13%
	1st Grade KR MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
Wilson	104	02/07/20	73.08%	16.35%	10.58%
	ZONE_DISD_Math 2nd October-February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	70	02/24/20	87.14%	70%	42.86%

	Kindergarten KR BOY/MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
	ZONE_RHS_Math 3rd February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	97	02/28/20	74.23%	47.42%	28.87%
	ZONE_RHS_Math 4th February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	78	02/28/20	75.64%	51.28%	34.62%
	ZONE_RHS_Math 5th December 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	105	12/09/19	88.57%	57.14%	36.19%

Overall Reading Levels for Middle of the year.

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	79		0%	15.19%	84.81%
Wilson-MOY	82	1/13-1/31	10.98%	17.07%	71.95%
Kinder Spanish	Kinder Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	12		0%	16.67%	83.33%
Wilson-MOY	12	1/13-1/31	0%	41.67%	58.33%
1st Grade English	1st Grade English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	88		8%	20.45%	71.59%
Wilson-MOY	89	1/13-1/31	10.11%	14.61%	75.28%
1st Grade Spanish	1st Grade Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	16		25%	0.00%	75.00%
Wilson-MOY	15	1/13-1/31	20%	0%	80%

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
2nd Grade English	2nd Grade English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	88		16%	3.41%	80.68%
Wilson-MOY	87	1/13-1/31	12.64%	6.90%	80.46%
2nd Grade Spanish	2nd Grade Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	20		30%	40.00%	30.00%
Wilson-MOY	20	1/13-1/31	30%	35%	35%
3rd Grade English	3 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	81		20%	16.00%	64.00%
Wilson-MOY	82	2nd nine week	(K or below) 18%	(L,M) 7%	(N-O) 74%
3rd Grade Spanish	3 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	15		6%	20.00%	73.00%
Wilson-MOY	15	2nd nine week	(K or below) 6%	(L,M) 27%	(N-O) 67%
4th Grade English	4 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	71		11%	10.00%	79.00%
Wilson-MOY	70	2nd nine week	(M or below) 6%	(N,O) 22%	(P,Q) 70%
4th Grade Spanish	4 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	13		31%	0.00%	69.00%
Wilson-MOY	13	2nd nine week	(M or below) 15%	(N,O) 7%	(P,Q) 77%

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
5th Grade English	5 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	90		12%	7.00%	73.00%
Wilson-MOY	91	2nd nine week	(O or below) 11%	(P,Q) 13%	(R,S) 76%
5th Grade Spanish	5 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	14		7%	28.00%	64.00%
Wilson-MOY	13	2nd nine week	(O or below) 15%	(P,Q) 7%	(R,S) 77%

Student Learning Strengths

Students have access to on-line learning plaftorms as soon as possible when school starts. The supplemental learning platforms are provided in English and Spanish to serve the needs of the majority of our students.

The MTSS committee provides input and makes recommendations for student supplemnetal support for academics and social/emotional learning. Through the teams recommendations, students may receive supplement support from the classroom teacher, counselor, specialist, reading interventionist, math interventionist, and/or bilingual interventionist. Teachers also may receive instructional support from the Math, Reading, or Bilingual literacy coach.

Campus funds are used based student learning needs. Tutors are provided to support small group instruction to allow for more supplemental learning for the students. The professional development matches the needs of the campus and student learning. Supplemental resources are provided for instruction and behavioral support. Additional learning opportunities are provided for students such as Saturday School for Bilingual and ESL students.

Student success is celebrated and promoted through assemblies and award programs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

Problem Statement 2 (Prioritized): Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.

Problem Statement 3 (Prioritized): Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.

Problem Statement 4 (Prioritized): Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 5 (Prioritized): Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade. **Root Cause:** The campus does not have a full time supplemental support teacher for grades Kinder-2nd.

School Processes & Programs

School Processes & Programs Summary

Our campus uses data gathered from a variety of resources such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources to determine student needs based on state standards. Teachers collaborate together during their Professional Learning Community time where they discuss what do we expect our students to learn, how will we know they are learning, how will we respond when they don't learn, and how will we respond when they learn it? Every student is discussed in our Multi-Tiered System of Supports. Their strengths and weaknesses that are based on data is reviewed. For struggling students, supplemental support is given and progress is reviewed as needed.

The campus leadership team collaborates to provide guidance on using funds and to review campus procedures. Funds are used to increase student learning support in areas of need based on data. The master schedule, developed in collaboration with the CLT, is designed to maximize instructional time and minimize classroom interruptions.

Woodrow Wilson Elementary has a high teacher retention rate. Consistently throughout the past 15 years, the majority of teachers that leave the campus is due to retirement and not school to school transfers. The majority of our staff has 10 or more years of teaching experience. The administrative staff recruits teachers by attending job fairs and advertising on the district recruitment website.

School Processes & Programs Strengths

The campus PLC and MTSS process is revised as needed to meet the needs of the students and teachers. Data that is used from assessments such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources is used to identify student strengths and weaknesses. This data is used to help create small groups for targeted intervention and provide direct services for qualified students. Supplemental services start early in the fall semester and continue throughout the school year.

Supplemental resources are provided for STEM (Science, Technology, Engineering, and Math) as well as Reading, Writing, Social Studies, and emotional/behavioral learning. Technology is used as a teaching tool with additional use of a 3-D printer and daily use of computer labs. Supplemental on-line learning opportunities are provided such as Reading Counts and Study Island. Professional Development opportunities are provided to meet the curriculum needs.

Our campus has a part-time technology instructional specialist that provides professional development for the teachers. Students gain additional learning through the STEAM club as well as having access to our Maker Space Classroom.

We have a veteran teaching staff with high retention rates. The administrative staff recruits highly qualifies teachers by attending job fairs and advertising through the district recruitment website.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 2: New technology resources are available but students and teachers require more training. **Root Cause:** Technology resources are developed so quicker than staff development has been provided. Training is needed for teachers and students for relevant programs.

Problem Statement 3: Special education students are not performing the same as their peers. **Root Cause:** Special education teacher schedules need to be efficient and support the area of need at the appropriate time.

Problem Statement 4 (Prioritized): New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Perceptions Summary

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

Woodrow Wilson Elementary has an established culture of respect for the staff and students. Our climate is focused on student learning with high expectation for the staff and students.

Learning is communicated through report cards, student portfolios, student portfolio showcases, and evidence of work sent home. We have a strong partnership with our families and community.

Perceptions Strengths

Woodrow Wilson Elementary has a strong connection with the community and provides multiple events throughout the year to increase parental engagement and showcase student learning. Some of the programs include literacy nights, math and science night, dual language events, science fair, fine arts night, STEAM nights, and ballet folklorico. We have a plethora of volunteers for Chess Club, and STEAM club. Our PTA events such as book fairs, the fall festival, dances, and other events are highly attended.

Community volunteers and partners help support student learning, teacher support, and mentor students. Community wide events on campus include the family and friends picnics. Teachers communicate through email, newsletters, phone calls, and parent conferences. Teachers are provided with substitutes during the spring semester so they can

have conferences with their students' parents to discuss student progress. For school wide information, a newsletter is sent home to keep families involved.

Student success is celebrated in the classroom and school wide through announcement and assemblies. Student social and emotional needs are being met during social skills training, lunch bunch, and guidance lessons. 4th grade students take a strength assessment to identify their top three strengths.

Health and fitness is encouraged for students and staff. All are encouraged to participate in the mustang marathon and all the health and wellness checks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spanish speaking families are less involved than others. **Root Cause:** Not all events are in English and Spanish.

Problem Statement 2 (Prioritized): Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.

Problem Statement 3 (Prioritized): Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

Problem Statement 4 (Prioritized): Students need extracurricular activities to increase activity level and be more engaged learners. **Root Cause:** Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

Priority Problem Statements

Problem Statement 1: Students struggling with their social and emotional behavior.
Root Cause 1: Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP.
Root Cause 2: Special Education Teachers need more training in content specific areas.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade.
Root Cause 3: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Problem Statement 3 Areas: Demographics

Problem Statement 4: New to Wilson families do not always connect with established families.
Root Cause 4: Opportunities need to be provided for all families to connect and be part of the community.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages.
Root Cause 5: Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special education students under perform their peers on State Assessments.
Root Cause 6: Special education teachers need content specific training and co-teaching strategies.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers need to have adequate time to collaborate and plan engaging lessons.
Root Cause 7: The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students have several identified gaps that are below level in Math and Language Arts
Root Cause 8: Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade.
Root Cause 9: The campus does not have a full time supplemental support teacher for grades Kinder-2nd.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Families indicate that they would like the school to provide family support and training in regards to social media.
Root Cause 10: Social media safety is a concern our families and teachers have.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: Social and emotional needs of our students has increased.
Root Cause 11: Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students have to share devices.
Root Cause 12: Each classroom has enough computers so that every two students has access to one computer.
Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: New to the campus and new to teaching teachers need additional support.
Root Cause 13: Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Students need extracurricular activities to increase activity level and be more engaged learners.
Root Cause 14: Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.
Problem Statement 14 Areas: Perceptions

Problem Statement 15: Students lack background knowledge and real world experience to relate to new content.
Root Cause 15: Students have not experienced real world learning and need more opportunities.
Problem Statement 15 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2022, we will increase the percentage of students performing at the approaches/progressing, meets, and masters/above expectations levels by 5% using these measures:

1) 3rd-5th grade STAAR results,
2) K-5th grade reading independent reading levels, and
3) Primary Numeracy Assessment (PNA) levels in K-2nd grade.

In addition, 80% of K-5th grade students will make at minimum a full year's worth of growth using these measures.

Evaluation Data Sources: K-5th grade reading levels will be assessed using the Fountas & Pinnell BAS and SEL systems. Our goals are to see a 5% increase in the percentage of students reading independently on grade level from September 2021 to May 2022, and a 5% reduction in the percentage of students at risk in their independent reading level during the same period. Progress on K-5th grade independent reading levels will be monitored monthly throughout the school year.

K-2nd math fluency levels will be assessed using the Primary Numeracy Assessment (PNA). Our goals are to see a 5% increase in the percentage of students performing on grade level from September 2021 to May 2022, and a 5% reduction in the percentage of students at risk in their math fluency during the same period. Progress on K-2nd grade math fluency levels will be monitored throughout the school year.

3rd-5th grade students' STAAR performance will be measured in language arts, math, and science. Our goals are to see a 5% increase in the percentage of students performing at the approaches, meets, and masters levels when the same group of students' results in spring 2022 are compared to their results in spring 2021 in the previous grade level. Progress on 3rd-5th grade performance on vertical zone common assessments will be monitored throughout the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a Literacy coach/interventionist.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Reading. **Staff Responsible for Monitoring:** Reading interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Compensatory Education (SCE) - $38,652			

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a Math coach/interventionist and instructional aide.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Math. **Staff Responsible for Monitoring:** Math interventionist **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** - Title I, Part A - $38,652			

Strategy 3 Details	Formative Reviews		
Strategy 3: Targeted supplemental student support in Bilingual education will be provided to our bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a Bilingual Coach,interventionist, and resources.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in bilingual literacy education. **Staff Responsible for Monitoring:** Bilingual interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews		
Strategy 4: A coaching and collaboration model will be used to improve universal, supplemental, and individualized instruction. Supplemental time will be provided to allow teachers to collaborate.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Decrease in students receiving Supplemental and Individualized support. **Staff Responsible for Monitoring:** Campus interventionist, special education teachers, dyslexia teachers, reading recovery and DLL teachers. **Funding Sources:** - Title I, Part A - $2,880			

Strategy 5 Details	Formative Reviews		
Strategy 5: Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase student engagement and academic achievement. **Staff Responsible for Monitoring:** Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Provide a variety of supplemental resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their reading level and language as well as literacy materials needed for success. **Strategy's Expected Result/Impact:** All students are provided several resources to have lots of reading books at their levels and materials needed. **Staff Responsible for Monitoring:** Classroom teachers, DLL teacher, Reading Recovery teacher. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I, Part A - $3,000			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Reduce the achievement gap between student groups including Economically Disadvantaged, LEP, Bilingual, ESL, and Special Education students through Professional Development, Special Education Staff schedules, and appropriate interventions. **Strategy's Expected Result/Impact:** Achievement gaps between student groups is reduced. **Staff Responsible for Monitoring:** Administration, classroom teachers, special education teachers, and campus interventionist. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: From October 2021 to May 2022, we will increase the percentage by 10% the percentage of PK-5th grade students reporting positive self-ratings in their mental, emotional, physical, and social well-being.

Evaluation Data Sources: PK-5th grade students will rate their mental, emotional, physical, and social well-being using the Rhithm assessment, as well as their energy level. This daily assessment tool will be utilized by students in all grade levels. A school-wide baseline will be taken in October 2022, and campus-wide results will be monitored throughout the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student celebration of success and recognition of positive behaviors.	Formative		
Strategy's Expected Result/Impact: Students will feel successful and increase in positive behaviors. **Staff Responsible for Monitoring:** Counselor and teachers. **Title I Schoolwide Elements:** 2.5	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the campus feeling of safety and promote high academic achievement in a risk-free environment by providing Character education, Second Step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day. Campus Clubs	Formative		
Strategy's Expected Result/Impact: Reduce the amount of repeated misconduct violations due to misbehavior towards others. Reduce the amount of repeat offenders. **Staff Responsible for Monitoring:** Administration, Counselor, and teachers. **Title I Schoolwide Elements:** 2.6	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Support students through restorative practices positive behavioral support. This will be accomplished through staff development, PLC Meetings, MTSS meetings, small group instruction, and the STEP program.	Formative		
Strategy's Expected Result/Impact: Students will be supported through restorative practices and provided the appropriate behavioral intervention. **Staff Responsible for Monitoring:** Administration, teachers, and counselor. **Title I Schoolwide Elements:** 2.4, 2.6	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Promote positive health and fitness for our students and staff through programs and events such as: Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day. **Strategy's Expected Result/Impact:** Increase level of health and fitness for the students and staff. **Staff Responsible for Monitoring:** PE Teachers	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Increase parent engagement through supplemental communication such as spring parent conferences, newsletters and parent resources. **Strategy's Expected Result/Impact:** Increase collaboration between parents and the school. **Staff Responsible for Monitoring:** Administration and classroom teachers. **Title I Schoolwide Elements:** 3.1, 3.2	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: A variety of parent involvement activities, literature for parents, and community events will be held such as curriculum nights, Fine Arts programs, dual language events, parent training events. **Strategy's Expected Result/Impact:** Increase level of community involvement and participation. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - Title I, Part A - $1,248	Dec	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Growth & Management

In pursuit of excellence, we will:

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

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

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

State Compensatory

Budget for Nettie Shultz Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 1.5
Brief Description of SCE Services and/or Programs

Personnel for Nettie Shultz Elementary

Name	Position	FTE
Kimberly Arbaugh	Literacy Support K-2/ Reading Recovery	NaN
Lauren Atkinson	Reading Interventionist	NaN
Molly Taylor	Math Interventionist	NaN

Title I Personnel

Name	Position	Program	FTE
Alejandra Tellez	Instructional Aide	Math and Language Arts	Title 1
Lauren Atkinson	Literacy Coach and Interventionist	Language Arts	0.5 District Title 1
Molly Taylor	Math interventionist and Coach	Math	0.5 Title 1

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$38,652.00
				Sub-Total	$38,652.00
Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$38,652.00
1	1	4			$2,880.00
1	1	6			$3,000.00
2	1	6			$1,248.00
				Sub-Total	$45,780.00
				Grand Total	$84,432.00

Addendums

Denton Independent School District

Pecan Creek Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

I AM BECAUSE WE ARE

At Pecan Creek we always strive to create a community that moves as one through supporting each other and responding to each other's needs. If one of us is strong, we are all strong. If one of us is in need, we all need. We are one and at Pecan Creek we take care of each other.

Vision

- **Our Vision**

  I AM BECAUSE WE ARE

Vales and Core Beliefs

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

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

- **Our Values**

  Our values are the things we have committed to at Pecan Creek. These values will guide us as we work towards the vision I AM BECAUSE WE ARE through the Mission.

  - Compassion
  - Community
  - Relationships
  - Diversity
  - Life Long Learning

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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 13

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Questions given to the staff in May 2021 for Demographics:

- How do our demographics align to our Mission statement of IABWA?
- How do these special programs align with the needs & Desires of our students, parents and community? DL, SPED, EXPO Dys, Essentials, GOAL, SLT, Spirit Squad
- What do you believe we could do better at in order to meet the needs of our diverse community of learners?

Pecan Creek Elementary opened in 2003. It is a neighborhood school located on the South side of Denton near the Corinth and Lake Cities area. Pecan Creek in a Two-Way Dual Language K-5 campus. We currently have 664 students enrolled.

Established: 2003

Mascot: Bear

Colors: Blue and Green

Motto: I AM BECUASE WE ARE

Over all demographics from released TAPR 2019-2020 or current campus data (TAPR for 20-21 not released yet)

Total students: 664

Areas for Growth:

* We need to be researchers of students & families

* Connect w/families: Community programs & events

Maybe by grade level vs. whole school (overwhelming)

* More diversity in staff & literature (awareness)

Demographics Strengths

Admin, Staff & PTA involvement

Diverse: we learn from each other

We understand & appreciate other cultures

Student Learning

Student Learning Summary

Questions given to the staff in May 2021 for Student Learning:

- What does PLC mean to you?
- What would make PLC time more worth it for you?
- Assessments, Data Analysis, and planning are crucial to moving this campus forward in PLC, DMTSS and student excellence. Make a plan w your team that would be most ideal for the assessment, data review, and planning cycle. As a team, discuss the value of assessment and how it should drive everything you do.

Areas to Grow:

- Need more time in PLCs & EVERYONE'S involvement
- PLCs after assessments
- Specific plans for data- more structure rather than open-ended

Student Learning Strengths

* Data-driven instructions

*Learn and grow as a team

* Collaboration

School Processes & Programs

School Processes & Programs Summary

- What does PC offer to new candidates? How do we draw teachers in to want to work here?
- What should we do to market ourselves better?
- What makes people committed to stay at PC?
- How do you know quality people work here? How would the community know high-quality people work here?
- What reputation does our staff have in Denton ISD? Why?
- What areas do we need the most PD in as a staff?
- What practice should we care more about and pay more attention to?

Grows Identified:

Need more community involvement

More online presence

Facebook Community?

PD= Time to do it

- CHAMPS (School-wide discipline/behavior)
- Meeting needs of Special Program kiddos
- Relationships/communication

Collaborate with other schools

School Processes & Programs Strengths

Amazing staff, admin & community.

We have a great reputation- people want to be here.

Positive atmosphere: FAMILY

We produce leaders!!!

Perceptions

Perceptions Summary

- What influences attendance most at PC and how do we change it?
- What is the most important thing we do as a campus too impact discipline issues? What do you do in your team/classrooms to impact discipline? Does it work? Why/why not?
- What are more ways we could engage our parents and community? What makes them interested in what we are doing?
- What does the neighborhood and parent community say about our school?
- What are practical and academic ways the staff supports each other to make a huge impact on the school? What should we be doing?
- What would make the biggest impact in teams to build trust and bring about true plc on the grade level and campus?
- What can we do to make people see the value in working together for the common good of the whole?

Grows Identified:

PLC with interventionists, more time (Maybe partner up with another grade for “Buddy” time.

Attendance incentives (awards/recognition)

Follow up for absentees

New teacher mentorship/training

Team bonding & honest conversations

Support our subs & making sure all taken care of

Perceptions Strengths

Positive environment / relationships -

We Care!

Restorative Practices & relationship agreements

We support each other

Goals

Goal 1: Teaching & Learning

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

Performance Objective 1: By June 2021, Pecan Creek Elementary will decrease the percentage of students requiring supplemental interventions by 5% through aligning instructional and assessments practices horizontally and vertically.

HB3 Goal

Evaluation Data Sources: common assessment data, ELI/SELI, PNA, STAAR Sim, intervention formative assessments, ESTAR observations and teacher input.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued implementation of AFL strategies in collaboration with Lucy Calkins Units of Study	Formative		
Strategy's Expected Result/Impact: Increase skills of readers and writers, increase problem solving strategies and under standing of learning targets, goal setting, and self assessment. Evidence: common assessments, walkthroughs, goal setting, engagement in conferring **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development in core content and targeted areas of need.	Formative		
Strategy's Expected Result/Impact: Increase collaboration among grade levels and campuses in the Ryan Zone, support Tier 1 intervention strategies, growth for teachers in real time relevant areas that impact increase performance assessments. **Staff Responsible for Monitoring:** Teachers and Admin, District Coaches and Curriculum Dept. Ryan Zone Literacy Plan. **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Monthly DMTSS meeting to review and discuss students of concern, progress, and intervention plans.	Formative		
Strategy's Expected Result/Impact: Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs. Based on the data collected appropriate student referrals are made. Based on the interventions provided, an increase in student acheivement is shown through common assessments, ELI/SELI, iStation, imagine math, reading levels, STAAR. **Staff Responsible for Monitoring:** DMTSS committee, teachers, admin. **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: PLC Meetings with time for teacher to analyze student data in order to inform instruction and intervention.	Formative		
Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Increase in collaboration in grade level and instructional teams. **Staff Responsible for Monitoring:** Teachers, Administrators, Interventionists, Coaches **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Math and Reading Intervention for Tier II and III students.	Formative		
Strategy's Expected Result/Impact: Increased performance on assessments. Hire a person to provide Math Intervention and a Para to provide Math and Reading Intervention. Hire a person to provide Reading Intervention. Tier II and III students get targeted instruction that helps to fill gaps in order to move them out of intervention and back to Tier I only. RR, DLL, and Lit Groups implemented to support Tier II and III in Reading. **Staff Responsible for Monitoring:** Interventionists, Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Reading Interventionist - State Compensatory Education (SCE) - $30,000, Math Interventionist and Para - Title I, Part A - $85,811	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Intervention for BIL students in their targeted areas of content and linguistic needs through a BIL Specialist and BIL para.	Formative		
Strategy's Expected Result/Impact: Increase in student performance for BIL students in Math and Reading on local and state assessments. Determination of language dominance. TELPAS exits due to fully bilingual students. Daily intervention that supports Tier II and III students to exit through DMTSS and return to Tier I only. **Staff Responsible for Monitoring:** BIL Interventionist, BIL Dept, Admin **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Common assessments created in the Ryan Zone in collaboration with campuses, teachers, specialists, and admin.	Formative		
Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Create more opportunities for collaboration in the zone. Shared effective common Tier I intervention strategies to increase successful instruction. Deeper PLC and DMTSS discussion about student needs. **Staff Responsible for Monitoring:** Interventionists, Admin, Ryan Zone Cohort, Teachers **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Monthly Instructional team meetings to analyze data, review assessments, and create teacher supports.	Formative		
Strategy's Expected Result/Impact: Increase student performance on local and state assessments. Provide support to teachers in targeted areas of need. Problem solve about curriculum and Tier I and II instruction. **Staff Responsible for Monitoring:** Interventionists and Admin **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Monthly vertical team meetings to review data, align instructional best practices, discuss current issues and needs, and support Tier I instruction.	Formative		
Strategy's Expected Result/Impact: Increased teacher support vertically and more time in collaboration to problem solve. Increased performance on local and state assessments. Social, emotional and behavioral support strategies. Refinement of vertical curriculum. **Staff Responsible for Monitoring:** Teacher, Admin, Coaches	Dec	Mar	May

No Progress Accomplished Continue/Modify Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: By June 2021, Pecan Creek will establish a safe and positive social, emotional, and academic culture on campus through events, PLCs, and programs to encourage collegiality, restoration, compassion, understanding, inclusivity, and collaboration.

Evaluation Data Sources: Rhytim App data for staff, observations, discussion, engagement surveys , increased academic performance, maintained relationships with families and staff during connected learning , Seesaw, lower incidents of discipline issues.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued use of Restorative Practices and supporting events that target Social and Emotional Learning.	Formative		
Strategy's Expected Result/Impact: Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, I AM BECAUSE WE ARE, Red Ribbon Week, in class counseling lessons daily. Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs. **Staff Responsible for Monitoring:** Teachers, Admin, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain parent involvement and relationships during a pandemic through communication, virtual meetings, Seesaw, and recorded/live events.	Formative		
Strategy's Expected Result/Impact: Virtual attendance increase at meetings and "events", higher PTA membership and participation, weekly newsletters to parents and staff, Bilingual Specialists translating and making contacts with families regularly, social media posting to share activities and pictures Result: Create connections and relationships with Hispanic families and increase parent involvement, maintained relationships and trust with parents and new families. **Staff Responsible for Monitoring:** Teachers, Bilingual Specialists, Counselor, Admin	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implemented project and workshop based learning.	Formative		
Strategy's Expected Result/Impact: Refined communication skills about thinking, increase in student performance on local and state assessments, confidence building through inquiry based activities and sharing thinking in workshop, **Staff Responsible for Monitoring:** Teachers, Admin, Counselor, Librarian	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Consistent promotion of positive health and wellness for students and staff through Staff Wellness Center, Rythim App, Essential education (art, music, pe, and library), restorative practices, counselor lessons and check ins, vertical team work with an SEL component, and campus events.	Formative		
Strategy's Expected Result/Impact: An Increase in positive mental health and wellbeing will improve engagement, climate and culture, safety and performance. **Staff Responsible for Monitoring:** Teachers, Admin, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Monthly character education with SEL focus for classrooms to use daily.	Formative		
Strategy's Expected Result/Impact: The counselor will provide relevant and real time strategies to improve mental health, character development, behavior, and engagement. The teachers will be more confident in modeling self care and positive mental health. **Staff Responsible for Monitoring:** Teachers , Counselor, Admin **TEA Priorities:** Recruit, support, retain teachers and principals	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities for students to experience and engage in real word, hands on learning during a virtual heavy time and lack of opportunities for field trips.	Formative		
Strategy's Expected Result/Impact: The teachers and instructional team will work to brainstorm ways to continue to provide enriching and engaging activities that give students the chance to learn outside and in other ways outside of the virtual platform. Examples: 4th grade Nature Day, 2nd Grade Balloon Macy's Day Celebration, STEM, Fine Arts Dept. providing virtual and in person programs such as orchestra performances, concerts, and dance. **Staff Responsible for Monitoring:** Teachers and Admin	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Constant technology training and support for teachers, parents, and students.	Formative		
Strategy's Expected Result/Impact: Vertical team discussions about technology, parent conferences and trainings, IT available for issues and news resources, professional development offerings. Impact: better virtual engagement and attendance, increased performance on local and state assessments. **Staff Responsible for Monitoring:** Teachers, District IT support, Admin	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Maintain open communication and collaboration that promotes positive campus culture and safety through drills/feedback. BERT, DMTSS, PLC, Vertical Teams, CLT, Aspiring Administrators, CHAMPS, Character Education Program, High 5 celebrations, Celebration Meetings, and campus events. **Strategy's Expected Result/Impact:** Positive response on surveys and increased engagement. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Pecan Creek Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 200
Brief Description of SCE Services and/or Programs

Personnel for Pecan Creek Elementary

Name	Position	FTE
Kent Hamilton	Math and Reading Intervention	100
Taryn Stanley	RR Teacher	100

Title I Personnel

Name	Position	Program	FTE
Heather Eby	District Instructional Coach	District Title I Instructional Coach (no	50
Julie Quillin	Math Intervention	Title 1 Intervention	100
OPEN Para Position	K-2 Intervention Para	Title I Intervention Para	100

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Reading Interventionist		$30,000.00
				Sub-Total	$30,000.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Math Interventionist and Para		$85,811.00
				Sub-Total	$85,811.00
				Grand Total	$115,811.00

Addendums

Denton Independent School District

Rivera Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Tomas Rivera Elementary will utilize best practices to promote academic excellence.

Vision

Rivera will inspire students to be engaged citizens, problem solvers, and progressive learners who exceed expectations.

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rivera Elementary was built in 1994 and received two additions since it opened, most recently in 2009. The driving force behind Rivera Elementary is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Tomas Rivera Elementary School in Denton ISD is a Title I campus with 88.3% of the students participating in free or reduce lunch. Tomas Rivera has a one-way dual language program. The campus serves students in grades PK-5. Rivera has 624 students enrolled in 2021-2022 school year. In 2021-2022 there are 36 students enrolled in Pre-K, 119 students in kindergarten, 105 students in first Grade, 75 students in second grade, 102 students In third grade, 98 students In fourth grade, 71 students In fifth grade . Of the total enrollment at Rivera, 30 percent of Rivera students are Black/African-American. 45.6 % are hispanic, 20.1% are White. In comparison with our district, Rivera is a more diverse campus. Denton ISD had a enrollment of 16.5% African American, 31.1% Hispanic, and 46.7% White. Rivera had a mobility rate of 20% in year 2020-2021. 36% of RIVERA students are identified as a student with a disability. Our community consists of parents living in apartment buildings and mobile homes.

Demographics Strengths

Tomas Rivera Elementary School has a multitude of demographic strengths including:

1. Rivera Elementary is one of Denton ISD’s most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families.

2. Rivera Elementary is a one way dual language campus.

2. Rivera has a diverse demographic that allows for the celebration of diversity with the mutli-cultuiral prgrams.

3. Rivera staff aligns with the student demographics.

4. Prior to COVID year, Rivera was making significant growth. Despite 88.7% of the student on free or reduced lunch, pre-covid in the last 3 years prior to COVID-19, Rivera students continue to grow as evidenced by the TEA Accounability

Distinctions in Top 25% Academic Growth, Top 25% Closing the Achievement Gap.

5. Rivera staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.

6. Rivera staff is collaborative in their teaching approach.

Problem Statements Identifying Demographics Needs

Problem Statement 1: History of teacher turnover dictates improvement in teacher retention should be a focus at Rivera **Root Cause:** Increased need of intentional support for new staff

Student Learning

Student Learning Summary

In the 2019-2020, school year our performance on STAAR decreased in all subjects across the board. Students suffered learning loss from COVID-19 school closures.

Third Grade	Math	Reading	Spanish Math	Spanish Reading
Approaches	45.05	52.78	33.33	30
Meets	17.11	23.61	16.67	0
Masters	6.58	6.94	0	0

Fourth Grade	Math	Reading	Column1	Column2
Approaches	60.34	57.69	Math Spanish	Reading Spanish
Meets	27.59	34.62	100	28.57
Masters	8.62	9.62	0	0

Fifth Grade	Math	Reading	Math Spanish	Reading Spanish
Approaches	61.84	78.57	66.67	91.67
Meets	32.89	40	0	58.33
Masters	13.16	32.86	0	25

Fourth Grade Writing		
Approaches	52.94	33.33
Meets	15.69	11.11
Masters	3.92	0

5th Grade Science		
Approaches	70.27	23.57
Meets	27.03	14.29
Masters	4.05	0

Math: Comparing the December percentage scores from 2018 and the STAAR scores from 2019 over all percentages went up from December to the end of year STAAR. 2019 combined grades 3-5 STAAR Math approximate percentages: 80% approaches, 50% meets, and 22% masters. 2018 December Zone percentages in order from 3rd to 5th grades. 69%, 78%, and 73% approaches; 41%, 44%, and 48% meets; 18%, 25% and 19% masters. Looking at the 2019 December Zone assessment some percentages compared to where we ended the year last year we were higher or very close to the 2019 STAAR percentages.

Reading: Comparing the December percentage scores from 2018 and the STAAR scores from 2019 over all percentages increase dramatically. 2019 combined grades 3-5 STAAR Reading approximate percentages: 72% approaches, 41% meets, and 20% masters. 2018 December Zone percentages in order from 3rd to 5th grades. 52%, 53%, and 66% approaches; 23%, 15%, and 24% meets; 17%, 7% and 7% masters. Similar to math, the 2019 December zone assessment scores were significantly higher than the 2018 December Zone or about the same as the 2019 STAAR results. Using the campus trends with the state, the data in the document indicates math, reading, and science have increased each year with occasional dips in progress from 2013 to 2019. This progress is not only for students who met approaching, but also meets and masters.

By looking at the Closing the Gap document, all subgroups are making progress because Rivera met target in areas, academic achievement, growth status, and student success status except just a couple. Caucasian students did not meet the target for academic achievement in reading, Special Education did not meet the target for student success status and the non-continuously enrolled group did not meet the targets for academic achievement in reading or math or the student success status.

Our subgroups data is

Grade 3 Reading At Approaches Grade Level or Above	**2019**	**76%**	**77%**	**76%**	**72%**	**72%**	**100%**
Grade 3 Mathematics At Approaches Grade Level or Above	**2019**	**79%**	**80%**	**77%**	**72%**	**77%**	**91%**
Grade 4 Reading At Approaches Grade Level or Above	**2019**	**75%**	**77%**	**60%**	**53%**	**52%**	**84%**
Grade 4 Mathematics At Approaches Grade Level or Above	**2019**	**75%**	**81%**	**82%**	**53%**	**90%**	**95%**
Grade 4 Writing At Approaches Grade Level or Above	**2019**	**67%**	**72%**	**52%**	**29%**	**55%**	**68%**
Grade 5 Reading^ At Approaches Grade Level or Above	**2019**	**86%**	**91%**	**88%**	**84%**	**86%**	**95%**
Grade 5 Mathematics^ At Approaches Grade Level or Above	**2019**	**90%**	**94%**	**90%**	**88%**	**86%**	**100%**

For the 2018-2019 school year Rivera got a B in overall performance. From the year before we increased from 82 out of 100 to 86 out of 100. In student achievement we scored a C, 76 out of 100, school progress we scored a B, 85 out of 100, and in closing the gaps we scored a B, 88 out of 100.

Distinctions received: academic achievement in science, top 25%: comparative academic growth, post-secondary readiness, and top 25%: comparative closing the gaps.

Student Learning Strengths

2020-2021 Student Learning Strengths:

Although there were decreases across subjects due to COVID-19 closures, there was growth in 4th grade writing.

Comparing the 2019 and 2020 4th grade writing STAAR

43.75% Approaches to 52.94% Approaches

10.94 % Approaches to 15.69% Approaches

0% Masters to 3.92% Masters

Comparing the 4th Grade Reading STAAR

27.42% Meets to 34.62% Meests

Students scored lower in almost all areas of STAAR from 2019 to 2020.

Priot to COVID-19 closures, looking at the campus trends with the State we have slowly increased or stayed about the same from 2017 to 2019 in both math and reading approaches, meets, and masters overall percentages. The largest jump for each subject was between 2018 and 2019. Science increased except for a slight drop in the number of students who received masters in 2018 but went back up in 2019. Writing went up from 2017 to 2018 but went down from 2018 to 2019.

Rivera met almost all targets due to an increase of tier 1 instruction in the classroom. Teachers also used “success” time in their day to really focus on tier 2 instruction as well as the interventionist with our tier 3 students.

Overall the data show Rivera is increasing the number of students who approach, meet, and master the STAAR test in math, reading, and science the last few years

For the 2018-2019 school year Rivera got a B in overall performance. From the year before we increased from 82 out of 100 to 86 out of 100. In student achievement we scored a C, 76 out of 100, school progress we scored a B, 85 out of 100, and in closing the gaps we scored a B, 88 out of 100.

Distinctions received: academic achievement in science, top 25%: comparative academic growth, post-secondary readiness, and top 25%: comparative closing the gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students scored lower in all areas of STAAR from 2019 to 2020 Need to create of Family Time to address HB4545 intervention (implemented Aug 2021)
Root Cause: Learning loss due to COVID-19 school closure

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Rivera is guided by the TEKS and Denton ISD scope and sequence expectations. Assessement is a critical component when it comes to decision making. Rivera uses the concept of balanced assessment and instruction to ensure we are adequately addressing student needs and measuring student outcomes. Weekly planning meetings are held to target lesson planning, data review, strategic planning and professional learning. Rivera uses the DMTSS system to support all learners. Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a collaborative, extended planning time (Professional Learning Community) address long range goals and assessment development. In the PLC, Rivera focuses on the DuFour 4 questions of

- What do we expect our students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessment)
- How will we respond when they don't learn? – (Intervention)
- How will we respond if they already know it? (Enrichment)

Rivera implements 45 minutes of built-in intervention, "SUCCESS time" in the master schedule to provide interventions for all students and in order to support support early intervention.

School Processes & Programs Strengths

- Creation of a Master Schedule that allows all core teachers to have the same prioed off to colloborate and have PLCs during the school day
- Creation of Family Time to address HB4545 intervention
- Ryan Zone Common assessment data is analyzed during PLC’s to guide instruction and assessment
- Classroom instruction and assessments are based on TEKS Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours’ PLC model in our department PD provided for Creation of True PLC practices (PLC Summit and Foundation of PLCs)
- Effective use of technology within classrooms Implementation of Reading and Writing Workshop in our ELAR classrooms

- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criterias, Student Goal Setting, and Effective Questioing)

Rivera's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction.

2. Relationship building between students and staff enhances our school community and instructional integrity.

3. Premium focus on parent engagement and collaboration

4. Staff is growing in their ability to interpret and use common assessment data to drive instruction.

5. Innovative practices are welcomed among students, staff, and parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities (PLC Summit and Foundation of PLCs are in the works for fall of 2021) **Root Cause:** Teachers use DMTSS to primarily focus on students at risk of not passing the STAAR. We need to target the "Meets" level and not just "Approaches"

Perceptions

Perceptions Summary

At Rivera we believe in the pursuit of excellence for all students. Rivera Elementary works to ensure our school has a family environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature while allowing the school and family to work as partners in the educational process. Parent/community nights such as meet the teacher, parent info nights, multi-cultural events, curriculum nights, and the fall festival all serve to help bring parents and school staff together toward a common purpose. Rivera utilizes and implements CHAMPS, PBIS, restorative practices. Campus discipline data reflects an improvement in disciplinary infractions since the implementaiton of PBIS.

Continue to rebuild momentum that was affected by COVID-19 School Closure

Perceptions Strengths

Rivera has a multitude of family and community involvement opportunities:

Mentoring programs (Grand parent volunteers, PALS, CIS, ACE) to help address the social and emotional needs of at-risk students.

Student Assistance Counselor to help address the social and emotional needs of at-risk students.

Maintaining and expanding relationships with business partners Use of the Watch DOGS program to encourage volunteerism of fathers Campus Improvement Team Continuation of PBIS to help with student behavior and making good decision making.

Prior to COVID School Closures our Staff Engagement highlights were:

Overall Culture, Climate increased in every category for Employee engagement. 96 percent of River Employees were Highly Engaged or Engaged. In comparison with Denton ISD the chart below highlights Rivera's Employee Engagement

I am optimistic about the future of Denton ISD.

Rivera scored 4.58

Denton ISD Elementary Schools scored 4.21

Denton ISD scored 4.13

I enjoy working with my principal or direct supervisor.

Rivera scored 4.55

Denton ISD Elementary Schools scored 4.39

Denton ISD scored 4.32

I am enthusiastic about my work/job.

Rivera scored 4.51

Denton ISD Elementary Schools scored 4.35

Denton ISD scored 4.30

I would feel comfortable referring a good friend to work for Denton ISD.I am motivated to contribute more than what is expected of me.

Rivera scored 4.49

Denton ISD Elementary Schools scored 4.31

Denton ISD scored 4.21

I am motivated to contibute more than what is expected of me

Rivera scored 4.48

Denton ISD Elementary Schools scored 4.34

Denton ISD scored 4.31

Employment with Denton ISD gives me a feeling of accomplishment.

Rivera scored 4.42

Denton ISD Elementary Schools scored 4.25

Denton ISD scored 4.19

I am proud to work for Denton ISD.

Rivera scored 4.39

Denton ISD Elementary Schools scored 4.35

Denton ISD scored 4.29

I see professional growth and long- term career opportunities with Denton ISD.

Rivera scored 4.34

Denton ISD Elementary Schools scored 4.04

Denton ISD scored 3.91

On average Rivera students have a positive school climate. Students feel that their teacher have clear rules and expectations. Students feel that they have good friendships at school. Student behavior referrals have decreased by nearly half compared to last year. Staff feel more supported by their own teams. Staff feel that they have strong relationships built with students. 91% of the staff at Rivera believe administration is effective in their leadership increases from 39% in 2017-2018 and 57% in 2018-2019

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In need of a connected partnership with parents in order to actively participate in their child's education and success through collaborating and connecting.
Root Cause: Populations of poverty have cyclical patterns that impact educational success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Teaching & Learning

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

Performance Objective 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs by June 2022.

HB3 Goal

Evaluation Data Sources: Common Based Assessments
Ryan Zone Assessments
District-Based Assessments
iStation Inventory
Imagine Math Inventory
STAAR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the Lucy Calkins reading and writing curriculum to promote skilled readers, writers and inquirers	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Teachers, Specialists, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will monitor ongoing data collection with support from coaches.	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.	Dec	Mar	May
Staff Responsible for Monitoring: Instructional Specialists/ Coaches Teachers			
Title I Schoolwide Elements: 2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will provide supplemental and individual classroom interventions as necessary based on formative assessment	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.	Dec	Mar	May
Staff Responsible for Monitoring: Teachers Interventionists Administration			
Title I Schoolwide Elements: 2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.	Dec	Mar	May
Staff Responsible for Monitoring: Principal			
Title I Schoolwide Elements: 2.4, 2.5, 2.6			
Funding Sources: Joya Elam - Title I, Part A			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to work with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students on campus	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.	Dec	Mar	May
Staff Responsible for Monitoring: Admin Specialists Coaches Teachers			
Title I Schoolwide Elements: 2.4, 2.5, 2.6			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will use technology integration strategies to enhance instruction and increase student engagement	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.	Dec	Mar	May
Staff Responsible for Monitoring: Admin Instructional Coach			
Title I Schoolwide Elements: 2.4, 2.5, 2.6			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Librarian Team leads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Purchase subs in the spring for STAAR tutorials for 3-5th teachers	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Dawn Payette - Title I, Part A	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Substitutes will be provided, as needed, to provide additional time for teachers, admin, and Specialists to collaborate, plan, and have discussions about students	Formative		
Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I, Part A	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
Strategy 10: A multi-tiered system of support framework will be used to provide targeted support to struggling students	Formative		
Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Teachers Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 11 Details	Formative Reviews		
Strategy 11: Learning Walks will be conducted to measure teacher performance and determine individual goals and areas for development	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 12 Details	Formative Reviews		
Strategy 12: Focus on Assessment for Learning and PLC Practices to increase student achievement	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal AFL Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 13 Details	Formative Reviews		
Strategy 13: Provide supplemental instructional supplies/resources to promote student learning and engagement	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal Secretary **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 14 Details	Formative Reviews		
Strategy 14: Teachers and Instructional Specialists/ Coaches meet bi-weekly in PLC to discuss student data, dig deeply into the TEKS , and to make instructional decisions	Formative		
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 15 Details	Formative Reviews		
Strategy 15: Supplemental staff, such as campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers, while also providing supplemental interventions to Tier II and Tier III students	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Peggy Reuling - Title I, Part A			

Strategy 16 Details	Formative Reviews		
Strategy 16: Continue implementation of Assessment for Learning strategies through: Knowledge of Learning Targets, Goal Setting, Strong and Weak Work	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal Specialists Interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 17 Details	Formative Reviews		
Strategy 17: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Cala High - At-Risk (SCE)			

Strategy 18 Details	Formative Reviews		
Strategy 18: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutors - Title I, Part A			

Strategy 19 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 19: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists. **Strategy's Expected Result/Impact:** Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Amy Stout - Title I, Part A			

Strategy 20 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 20: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists. **Strategy's Expected Result/Impact:** Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Joya Elam - Title I, Part A			

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: Based on the student's progress and performance on the 2021 3rd and 4th grade STAAR assessment in which the passing standard was not met, 100% of eligible HB4545 students will be provided an accelerated plan of instruction in the area of reading and mathematics by the end of May 2022

HB3 Goal

Evaluation Data Sources: Evaluation Data Sources
Common Based Assessments
Ryan Zone Assessments
District-Based Assessments
iStation Inventory
Imagine Math Inventory
STAAR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide supplemental and individual accelerated instruction to all students during 30 minute daily 'Success Time' period where each teacher will mentor and advocate for 10-15 students	Formative		
	Dec	Mar	May
In addition the "Success Time" will consist of supplemental instruction will be based on academic progress in reading and math block. **Strategy's Expected Result/Impact:** Increase student achievement in reading and math. Build a foundation of reading and math - **Staff Responsible for Monitoring:** Teachers, Campus Specialists, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Instructional Resources - Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will monitor ongoing data collection with support from instructional specialists.	Formative		
Strategy's Expected Result/Impact: Increase student achievement in reading and math **Staff Responsible for Monitoring:** Campus Specialists, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers	Formative		
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** - Title I, Part A	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Purchase campus tutors after school to target accelerated instruction for special education and dyslexia students in grades 4th and 5th reading and math.	Formative		
Strategy's Expected Result/Impact: Increase student achievement and close learning gaps in reading and math. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** A-Team Tutors - Title I, Part A - $5,000	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Substitutes will be utilize, as needed, to provide additional time for teachers, administration, and specialists to collaborate, plan, and create intervention plans for students	Formative		
Strategy's Expected Result/Impact: Improve student achievement and close learning gaps **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.	Formative		
Strategy's Expected Result/Impact: Improve student achievement and learning gaps **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Dec	Mar	May

No Progress Accomplished Continue/Modify Discontinue

Goal 2: . Culture & Climate

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

Performance Objective 1: Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2022.

Evaluation Data Sources: RHiTHM Data, Student SEL Survey Data, MTSS Data for Behavior, Campus Disciplne Data, Campus Culture Climate Survey, Campus Engagement Survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Actively seek feedback from parents, faculty/staff to ensure all parties are working towards one common goal.	Formative		
Strategy's Expected Result/Impact: Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 3.1, 3.2	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement PBIS to ensure that we are focusing on the SEL needs of all students through: PBIS Store Character Pillars Students of the month with pizza party. Student council Student leaders Safety Patrol Members **Strategy's Expected Result/Impact:** Decrease in office referrals. 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 Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 3.1, 3.2	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement Restorative Practices to ensure that we are meeting the SEL needs of all students and staff through: Treatment Agreement Plans implemented and posted in all classrooms. Implementation of green and yellow circles. Implementation of Spark plans and 2 minute connections. **Strategy's Expected Result/Impact:** Decrease in office referrals. 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 Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey **Staff Responsible for Monitoring:** Principal Assistant Principal SAC Counselor **Title I Schoolwide Elements:** 2.4, 3.1, 3.2	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement GOAL program campus-wide with targeted goal of 18 students with family support **Strategy's Expected Result/Impact:** Parent participation Student participation Aware group goal for GOAL (Track students academic progress	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication (Tweet a minimum of three times per week with hashtags)	Formative		
	Dec	Mar	May
Staff Responsible for Monitoring: Principal Assistant Principal			
Title I Schoolwide Elements: 2.4, 3.1, 3.2			

Strategy 6 Details	Formative Reviews		
Strategy 6: Monthly principal and parent meetings to celebrate Rivera happenings and celebrations Coffee and Conversations with the principal. An opportunity to make connections and share the progress of staff and students at Rivera	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased parent participation in school events. Increase in PTA membership			
Staff Responsible for Monitoring: Principal			

Strategy 7 Details	Formative Reviews		
Strategy 7: Collaborate with the PTA to promote their advocacy for our students and staff	Formative		
Strategy's Expected Result/Impact: Collaborative and supportive relationships	Dec	Mar	May
Staff Responsible for Monitoring: Principal Assistant Principal			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide differentiated professional development to meet specific staff members needs	Formative		
Strategy's Expected Result/Impact: Walk-Throughs Learning walks	Dec	Mar	May
Staff Responsible for Monitoring: Principal Assistant Principal			

Strategy 9 Details	Formative Reviews		
Strategy 9: Implement systems that promote teacher excellence and celebrate staff for progress towards campus goals through:	Formative		
	Dec	Mar	May
"Happenings in the Classroom" Communication i.e. picturess, videos, etc via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month. Staff Shout-outs Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal's monthly newsletter. Shout-outs are then read on the announcements and posted on the staff bulletin board. Teacher of the month Staff selects a STAR teacher of the month that exhibits the Rivera STAR valueS Spotlight of the week Highlighting a staff member of the week for their hard work and dedication for Rivera Parent Shout-outs Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter. **Strategy's Expected Result/Impact:** Increase in teacher engagement through survey results. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.4			

Strategy 10 Details	Formative Reviews		
Strategy 10: Team-building experiences led by staff members throughout the year to promote community and positive relationship	Formative		
Strategy's Expected Result/Impact: Campus Staff Survey Monitor participation growth	Dec	Mar	May
Staff Responsible for Monitoring: Principal Assistant Principal			

Strategy 11 Details	Formative Reviews		
Strategy 11: Monthly lunch meeting providing by the principal with each team.	Formative		
Staff Responsible for Monitoring: Principal Assistant Principal	Dec	Mar	May

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue development of a mentoring program for students at- risk behaviorally	Formative		
Strategy's Expected Result/Impact: Increase in student engagement and achievement of at least one year's growth **Staff Responsible for Monitoring:** Principal Assistant Principal Campus Leadership Team	Dec	Mar	May

Strategy 13 Details	Formative Reviews		
Strategy 13: School-wide vertical teams that meet monthly to collaborate, design, and monitor specific campus commitments.	Formative		
Strategy's Expected Result/Impact: Engagement surveys Discipline data Formative Common Assessment Data Summative Assessment data Parent Engagement Data **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists	Dec	Mar	May

Strategy 14 Details	Formative Reviews		
Strategy 14: 100% of eligible HB4545 students will be served by May 2022.	Formative		
Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, BOY/MOY/EOY results **Staff Responsible for Monitoring:** Admin Specialists Teachers Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** A-Team Tutors - Title I, Part A - $5,000	Dec	Mar	May

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Personnel for Rivera Elementary

Name	Position	FTE
Cala High	SAC	0

Title I Personnel

Name	Position	Program	FTE
Joya Elam	Campus Instructional Coach (Title)		
Peggy Reuling	Campus Interventionist Specialist (Title		

Campus Funding Summary

At-Risk (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17	Cala High		$0.00
				Sub-Total	$0.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Joya Elam		$0.00
1	1	8	Dawn Payette		$0.00
1	1	9			$0.00
1	1	15	Peggy Reuling		$0.00
1	1	18	Tutors		$0.00
1	1	19	Amy Stout		$0.00
1	1	20	Joya Elam		$0.00
1	2	1	Instructional Resources		$0.00
1	2	3			$0.00
1	2	4	A-Team Tutors		$5,000.00
2	1	14	A-Team Tutors		$5,000.00
				Sub-Total	$10,000.00
				Grand Total	$10,000.00

Addendums

Denton Independent School District

Stephens Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Building a Community of Learners for Life

Vision

To create a rigorous, collaborative learning environment, empowering all students.

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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 recognition to the Denton ISD community 21

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Comprehensive Needs Assessment

Revised/Approved: May 4, 2021

Demographics

Demographics Summary

The Stephens Elementary campus serves students PK through Grade 5. There are roughly 425 students enrolled for this year, which is 60 students higher than last year. The campus does receive Title 1 Funding, with just over 60% of the student population qualifying for free or reduced meal service. The demographic make-up of the campus is as follows:

Caucasian Students - 41%

African American Students - 30%

Hispanic Students - 20%

Asian Students - 5%

Two or More Races - 2%

American Indian - 1%

Pacific Islander - 1%

Demographics Strengths

No significant drops in enrollment

Less office referrals due to Campus House System and various PD for staff on SEL

DNQ rate for Special Programs in not significantly high, so student data being collected is playing a role in good student referrals

Community outreach programs for various needs of our student populations

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student needs continue to grow in the earlier grades, as our youngest learners are enrolling without foundation skills in literacy. This is creating more at-risk students to serve in grades PK - 1.

Student Learning

Student Learning Summary

Student achievement data points for review include campus, district, and state assessments.

Campus-based data points include running records, formative assessments, early childhood data booklets based on essential learning standards, I-Station, and Imagine Math.

District-based data points include CLI, TxKEA, TPRI, PNA, Zone Common Assessments, STAAR Simulation Assessments, Report Card Assessments, and STAAR Interim Assessments.

State Assessments include STAAR and TELPAS

Based on the last School Report Card in 2018-2019, Stephens was awarded all six distinctions from the state and received an "A" rating as a campus for STAAR performance.

86% of All Students were at the "Approaches" Level on Reading STAAR

87% of All Students were at the "Approaches" Level on Math STAAR

Based on the 2020-2021 state data, student performance was the following:

78% of All Students were at the "Approaches" Level on Reading STAAR

78% of All Students were at the "Approaches" Level on Math STAAR

Student Learning Strengths

Data collection is more targeted for student intervention

Protected campus time for student intervention to occur

Protected time for teachers to collaborate during PLC huddles

Implementation of pacing guides to determine essential learning standards for each grade level

Documentation for MTSS meetings

Vertical alignment for upper level content

Continuing to refine Assessment for Learning Practices within the learning environments

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All student groups scored lower on 2020-2021 STAAR than 2018-2019 STAAR in the areas of Math and Reading. The decrease for "All Students" was an average of 10% in both content areas.

School Processes & Programs

School Processes & Programs Summary

Programs and Processes include things such as:

Curriculum & Instruction

Staff Quality, Recruitment & Retention

Technology

School Context & Organization

School Processes & Programs Strengths

For Curriculum & Instruction:

- Creating Pacing Guides for Grade Levels
- Carved Out Time for Collaboration Vertically and Horizontally
- Daily Target Time in Upper Grades
- Assessment for Learning Strategies
- Units of Study Implementation
- Continued PD on Campus for Building Capacity Among Teachers

School Context & Organization:

- Protected Time in Master Schedule for PLC Huddles and Campus Intervention
- Team Input on Instructional Schedules
- Campus Newsletter Each Week for Staff (Events, Calendar, Reminders)
- PBIS and House System
- MTSS Documentation and Carved Out Times for Meetings on Student Progress
- Campus Communication for Drills, Emergency Planning, and Procedures

Technology:

- Seesaw, Panels, and Chromebooks Utilized Regularly Within the Classrooms
- Online Meetings and Training Sessions via Zoom/TEAMS
- Professional Development on Instructional Technology
- More Comfortable With Implementing Technology

Staff Quality, Recruitment & Retention:

- Low Turn-Over Rate on Campus

- Student Teacher Recruitment
- Promotion of Paraprofessionals to Professional Roles on Campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continued PD on Deepening PLC Practices and Progress Monitoring of Data for Student Groups

Perceptions

Perceptions Strengths

Family and Community Involvement:

- Campus Communication via Newsletters, Flyers, Email Blasts, Social Media, and Mass Text Messaging
- Grade Level Communication via Seesaw, Weekly News Folders, Emails, and Flyers

School Culture and Climate (as reported via Campus Staff Surveys):

- Staff Rapport
- Positive Learning Environment
- Students Feel Safe and Valued
- PLC Collaboration
- Campus House System
- Administration Support and Visibility
- Student Shout-Outs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Carve out more time to celebrate and recognize students and staff.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 7, 2021

Goal 1: Teaching & Learning

In pursuit of excellence, we will:
* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* 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: Increase the number of all student groups who achieve "Meets" and "Masters" levels on the Reading STAAR by 15% through the implementation, improvement, and progress monitoring of effective Tier I and Tier II instructional strategies by June 2022.

HB3 Goal

Evaluation Data Sources: Zone-Based Common Assessment Data
District-Based Assessment Data
Campus-Based Data (including running records, conferring, and formative assessments)
I-Station Report Data
STAAR Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Implement Daily Workshop Model of Instruction and Utilize Lucy Calkins Units of Study Curriculum for Reader's and Writer's Workshop **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide timely professional development for continued campus work on Assessment for Learning strategies and practices throughout the 2021-2022 school year. In addition, conduct professional development in August 2021 for refinement of grade level instructional pacing guides for the establishment of essential learning standards in the content of reading.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5			

Strategy 3 Details	Formative Reviews		
Strategy 3: Daily "accelerated instruction" provided for all students in Grades 3-5 within the ELAR classroom setting.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews		
Strategy 4: Establish within the master schedule a protected daily "Target Time" to address the learning needs of all students in Grades 3-5 (intervention and extension).	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. **Staff Responsible for Monitoring:** Grade Level Teachers; Reading Interventionist (Rebekah Perrone) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Rebekah Perrone - Title I, Part A, Rebekah Perrone - State Compensatory Education (SCE)			

Strategy 5 Details	Formative Reviews		
Strategy 5: Daily implementation of I-Station for students in Grades 3-5.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. **Staff Responsible for Monitoring:** Grade Level Teachers **Title I Schoolwide Elements:** 2.4, 2.5			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Provide coaching/modeling by the Reading Interventionist and Instructional Coach to assist in meeting the needs of all learners. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Reading Interventionist (Rebekah Perrone); District Instructional Coach (Danielle Fletcher) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Rebekah Perrone - State Compensatory Education (SCE), Danielle Fletcher - State Compensatory Education (SCE), Rebekah Perrone - Title I, Part A			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Implement a Multi-Tiered System of Supports (MTSS) to support and document the needs of students requiring Tier II instruction/intervention. Meetings will be conducted monthly to discuss the effectiveness of the intervention(s) being implemented for student progress. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.4, 2.6			

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Conduct Vertical PLC Huddle Meetings for ELAR in Grades 3-5 to discuss instructional strategies, student progress, and assessment data. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Administration; ELAR Teachers **Title I Schoolwide Elements:** 2.4, 2.6			

0% No Progress 100% 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: As evidenced by June 2021 STAAR performance, students currently in Grades 4 and 5 who "Did Not Meet" standard will have accelerated learning plans created and additional targeted instruction will be provided daily in Mathematics and Reading.

HB3 Goal

Evaluation Data Sources: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Master instructional schedule adjusted to create time for supplemental "accelerated instruction" to be provided within the ELAR and Mathematics classroom settings. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier II and Tier III instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Establish within the master schedule a protected daily "Target Time" to address the learning needs of students in Grades 4 and 5. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier II and Tier III instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Reading Interventionist (Rebekah Perrone); Math Interventionist (Laura Telschow) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Rebekah Perrone - State Compensatory Education (SCE), Rebekah Perrone - Title I, Part A, Laura Telschow - State Compensatory Education (SCE), Laura Telschow - Title I, Part A	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Conduct meetings with parents to establish accelerated learning plans for students in September 2021. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.6	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Conduct meeting in August 2021 with grade level teachers and interventionists to determine which students are in need of accelerated instruction and establish the instructional/intervention schedules for Math and Reading. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.6	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Document and track accelerated learning data for students through the established district technology programs. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022. Higher level Tier II and Tier III instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Campus Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Mar	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: Increase the number of students in Grades K-2 who achieve "On-Level" in their text level and comprehension by 20%, as evidenced by campus and district assessments by June 2022. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve "On-Level" ratings in their literacy development for the skills of letter recognition, letter sounds, and name writing, as evidenced by district assessments by June 2022.

HB3 Goal

Evaluation Data Sources: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022.
Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implement Daily Workshop Model of Instruction (Grades PK-2) and Utilize Lucy Calkins Units of Study Curriculum for Reader's and Writer's Workshop (Grades K-2).	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Daily "accelerated instruction" provided for all PK-2nd Grade students within the classroom setting.	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. Higher level Tier I and Tier II instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide daily "accelerated instruction" for students through Reading Recovery and Literacy Groups.	Formative		
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. Higher level Tier II and Tier III instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Reading Recovery Teacher (Nicole Springer) **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Nicole Springer - State Compensatory Education (SCE)	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide timely professional development for continued campus work on Assessment for Learning strategies and practices throughout the 2021-2022 school year. In addition, conduct professional development in August 2021 for refinement of grade level instructional pacing guides for the establishment of essential learning standards in the content of reading.	Formative		
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.6	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Daily implementation of I-Station in Grade 2 for all students.	Formative		
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. **Staff Responsible for Monitoring:** Grade Level Teachers **Title I Schoolwide Elements:** 2.4, 2.6	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement a Multi-Tiered System of Supports (MTSS) to support and document the needs of students requiring Tier II instruction/intervention. Meetings will be conducted monthly to discuss the effectiveness of the intervention(s) being implemented for student progress.	Formative		
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. Higher level Tier II and Tier III instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Grade Level Teachers; Administration; Reading Recovery Teacher **Title I Schoolwide Elements:** 2.4, 2.6	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Co-Create a progress monitoring tool for Pre-Kindergarten for essential learning standards (letter recognition, letter sounds, and name writing). **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus and district assessment reports for 2021-2022. Higher level Tier I instructional practices, as observed through classroom walkthrough and TTESS data. **Staff Responsible for Monitoring:** Pre-Kindergarten Teachers; Administration **Title I Schoolwide Elements:** 2.4, 2.6			

 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: Improve school culture and climate by refining our practices of recognizing and celebrating staff and students, while also fostering the Social/Emotional Learning (SEL) needs of these stakeholders in the continued progression of positive community building.

Evaluation Data Sources: Increased parent engagement/involvement
Improvement on employee engagement survey
Decrease in student office referrals for 2021-2022
Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to celebrate students through our campus House System and their participation within these houses.	Formative		
Strategy's Expected Result/Impact: Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.5, 2.6	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement PBIS for students campus-wide.	Formative		
Strategy's Expected Result/Impact: Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.5	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to utilize Restorative Practices throughout the campus classrooms including - Treatment Agreements, Community Circles, and Building Relationships.	Formative		
Strategy's Expected Result/Impact: Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Grade Level Teachers; Administration **Title I Schoolwide Elements:** 2.5	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the SEL Essential Eight through weekly student guidance lessons and parent communication/education from the campus.	Formative		
Strategy's Expected Result/Impact: Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Administration; Campus Counselor **Title I Schoolwide Elements:** 3.1, 3.2	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Continued participation in the District's Social/Emotional Learning Cohort for the 2021-2022 school year.	Formative		
Strategy's Expected Result/Impact: Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Administration; Campus Counselor **Title I Schoolwide Elements:** 2.6	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct regular student shout-outs for positive recognition on the morning announcements.	Formative		
Strategy's Expected Result/Impact: Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Administration; Grade Level Teachers (providing nominations) **Title I Schoolwide Elements:** 2.6	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Holding monthly celebration meetings with the staff for the purpose of team building/community building.	Formative		
Strategy's Expected Result/Impact: Improvement on employee engagement survey **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Create a staff recognition wall and display shout-out notifications throughout the year to recognize staff members.	Formative		
Strategy's Expected Result/Impact: Improvement on employee engagement survey **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Communicate student successes, positive events, and campus recognition regularly to families through campus newsletters, social media, and face-to-face interactions.	Formative		
Strategy's Expected Result/Impact: Increased parent engagement/involvement Improvement on employee engagement survey Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: Implement a Multi-Tiered System of Supports (MTSS) to support and document the needs of students requiring behavioral intervention. Meetings will be conducted monthly to discuss the effectiveness of the intervention(s) being implemented for student progress. **Strategy's Expected Result/Impact:** Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Grade Level Teachers; Administration; Campus Counselor			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: Hold House PRIDE Days and Spirit Rallies once each 9-weeks to celebrate and recognize our students. **Strategy's Expected Result/Impact:** Decrease in student office referrals for 2021-2022 Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022 **Staff Responsible for Monitoring:** Administration; House Leaders			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Rebekah Perrone		$0.00
1	1	6	Rebekah Perrone		$0.00
1	1	6	Danielle Fletcher		$0.00
1	2	2	Rebekah Perrone		$0.00
1	2	2	Laura Telschow		$0.00
1	3	3	Nicole Springer		$0.00
				Sub-Total	$0.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Rebekah Perrone		$0.00
1	1	6	Rebekah Perrone		$0.00
1	2	2	Rebekah Perrone		$0.00
1	2	2	Laura Telschow		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums