

Denton Independent School District

Guyer High School

2020-2021 Goals/Performance Objectives/Strategies

Mission Statement

Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

School Values

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

Table of Contents

Goals	4
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	6
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	8

Goals





Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- * 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, we will increase the student success rate in all courses by increasing the course passing rate as compared to the course passing rate from the 2019-2020 academic year.

Evaluation Data Sources: Course passing rates for all academic courses

	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 1: Utilize Canvas Learning Management System as a tool for dissemination of academic instruction and content, to access student learning and work samples, to provide a two-way communication and interaction pathway between the teacher, student/family, and to collaborate and co-create teaching and learning opportunities.</p> <p>Provide multi-tiered system of supports, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs</p> <p>Increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>English staff will increase evidence-based reading opportunities for all students in English classes and all other content areas, utilize common planning to create common assessments, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.</p> <p>As a result of analyzing STAAR EOC and district and teacher assessments, math staff will utilize common planning time to plan for creating and analyzing common assessments, collaboratively designing high quality lessons and implementing high quality instruction.</p> <p>Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis.</p> <p>Social Studies staff members will increase document analysis/evidence-based reading at all grade levels. An increased focus on this skill will raise scores at all grade levels and AP.</p> <p>Continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs)</p> <p>Increase writing and content evidenced based reading opportunities for all students across all subject areas</p> <p>Reinforce Assessment for Learning Strategies with an emphasis on providing students with clear learning targets/begin learning on strong and weak work</p> <p>Continue campus initiative focused on disciplinary literacy</p> <p>Strategy's Expected Result/Impact: More students on track for graduation Fewer students identified as "at risk" Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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, The Guyer High School student body and staff will develop an atmosphere of acceptance at GHS by showing a 5% increase in feelings of safety and connectedness, as measured by a campus-created safety and connectedness survey.

Evaluation Data Sources: Campus-created Safety and Connectedness Survey
Panorama Survey for 9th and 10th Grade

<p>Strategy 1: Provide education for all students and staff on Suicide Prevention, Bully Prevention, Child Abuse, Teen Dating and Relationship Violence, and Substance Abuse Prevention, emphasizing on self-care and wellness.</p> <p>Parent education on mental health and wellness through conducting virtual parent presentations and providing resources through newsletters, GHS counseling website, and additional parent communication tools.</p> <p>Continue monthly safety audits of facilities.</p> <p>Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters, and Naviance emails.</p> <p>Strategy's Expected Result/Impact: Reduced incidences of bullying, harassment, confrontations, violence, substance abuse</p> <p>Increased parent participation</p> <p>Increased parent requests for resources and support</p> <p>Increased traffic on mental health website</p> <p>Reduced disciplinary action imposed</p> <p>Staff Responsible for Monitoring: Counselors Administrators School Resource Officer School Security Officers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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 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: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Agency's College, Career, and Military Readiness Indicators, the Guyer HS CCMR rate will be at least 5% higher than the average of our comparable schools group by June 2021. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2021.

HB3 Goal

Evaluation Data Sources: Texas Education Agency CCMR Report

<p>Strategy 1: Increase the number/percentage of students successfully engaged in CCMR coursework</p> <p>Educate students, families, and staff regarding what programs, i. e. CTE industry-approved certifications, and opportunities are available in district that will engage student interest, increase learning opportunities, and ensure CCMR readiness</p> <p>Promote knowledge about necessities for college / career readiness to all students and families</p> <p>Provide at least two college/career readiness presentations during the school year to students and parents</p> <p>Offer and promote TSI, ACT, and SAT preparation opportunities</p> <p>Ensure that students and familiars are familiar with and actively engage and interact with Naviance as a comprehensive college and career readiness resource to help align student strengths and interests to their postsecondary goals</p> <p>Recruit and retain potential students for our PreAP/AP/dual credit courses</p> <p>Utilize AP Potential to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams</p> <p>Employ AP Vertical Teaming between middle school and high school in the Guyer Zone</p> <p>Offer additional professional development for AP teachers</p> <p>Offer parent education opportunities regarding student participation in AP program</p> <p>Offer College 101 during course request period for potential dual credit students</p>	Reviews			
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Send dual credit postcards/letters to eligible students who are potential dual credit students

Recruit and retain potential students for our dual credit courses

Counsel and advise student course selection to increase student enrollment and completion of coherent sequence of CTE courses

Continue organization, activity, club recruitment and engagement

Strategy's Expected Result/Impact: Overall increase in CCMR rate

Increased Pre/AP credit awarded

Increased AP exam scores

Increased college credit awarded

Decrease in students dropping PreAP/AP courses

Every student at GHS will belong to school recognized organization, activity, club

Staff Responsible for Monitoring: Teachers

Administrators

Counselors

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

Denton Independent School District

Adkins Elementary

2020-2021 Performance Objectives



Mission Statement

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.

Learn. Connect. Serve.

Vision

We believe to accomplish our mission as a staff we must be a school that:
Is open and flexible in our thinking;
Commits to professional learning in an on-going way;
Constantly evaluates our practice to assess positive learning outcomes;
Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
Supports students' leadership development at every opportunity;
Partners with parents in decision making and implementation;
Listens to feedback from all members of our learning community

Core Beliefs

In order to achieve our vision we have made the following commitments:
We will celebrate our students' learning successes.
We will provide a school environment that focuses on learning.
We will model, mentor, teach, and support one another in our professional development.
We will engage in a positive way.
We will engage in professional, open, and honest communication that is built on a foundation of trust.
We will implement a system of intervention that will promote student success.
We will honor our students efforts to serve others and our community as a whole

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Table of Contents

Goals	5
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	5
Goal 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	6

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Performance Objective 1: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by:

- * K - 5th Grades - Reading Levels - 90% of students will have made a year's growth
- *K-2nd - ELI 90% of students ending On-level with 10% or fewer ending At-Risk
- *3rd - 5th - 90% Ending On-Level from Reading Inventory

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 2: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Writing for every student. This will be evidenced by:

- * K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 3: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by:

- * Kindergarten - 2nd Grades: Primary Numeracy Assessment - 90% of students ending the year "On-Level" with 10% or fewer ending at "At-Risk"
- *K-5th Grades - 90% ending year "On-Level" on District Problem Solving Assessments

* 2nd - 5th Grades - 90% ending year on or above "Approaches" according to Imagine Math Benchmark

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 4: By May 2021, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth for Pre-K studentst. This will be evidenced by:

* 90% of Four-year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool

Goal 2: Culture & Climate

In pursuit of excellence, we will:

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Performance Objective 1: By May 2021, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change as measured through survey data.

Denton Independent School District
Blanton Elementary
2020-2021 Goals/Performance Objectives/Strategies



Board Approval Date: November 10, 2020

Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

Our Commitment

- We will develop relationships with students as the foundation for learning
- We will use data analysis to target specific areas of need
- We will utilize the Texas Essential Knowledge and Skills (TEKS) along with Denton ISD Scope and Sequence to align instruction
- We will engage in research-based staff development opportunities
- We will ensure continuous student improvement through the use of a variety of formative assessment tools
- We will meet individual needs by thinking “out of the box” and doing whatever it takes for *every* child
- We will enjoy the journey!

Building Dreams

Empowering Minds

Strengthening our Community

Blanton Elementary School

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Goals	5
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	5
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	11

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Performance Objective 1: By May 2021, Blanton Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by:

K - 2nd Grade - ELI - 90% of students will be "on-level" with 10% or fewer "at risk".

3-5 - Individual Reading Inventory - 90% of students will end the year reading "on-level".

HB3 Goal

Evaluation Data Sources: Individual Reading Inventory ~ IRI





Early Literacy Inventory ~ ELI

Istation Comprehension

Unit of Study Reading Assessments

<p>Strategy 1: Participation as a Project School with Teacher's College Reading/Writing Project with K-5 teachers and specialists.</p> <p>Strategy's Expected Result/Impact: Student achievement is expected to increase through targeted small group instruction, one on one conferring, and transference of skills. Teachers will have a deeper understanding of the planning components, needed student resources, and data collection required for conferring and small group instruction.</p> <p>Staff Responsible for Monitoring: Reading Recovery Specialist, Reading Specialist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers, specialists, and administrators will utilize PLC meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: The campus will utilize Seesaw and Microsoft Teams as digital learning platforms.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: The campus will utilize the Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Recovery Specialist and 1/2 Time Reading Interventionist - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children "on level" by May 2021</p> <p>Strategy's Expected Result/Impact: Students at "progressing" or "on-level" in Reading by May 2021.</p> <p>Staff Responsible for Monitoring: Kindergarten, 1st Grade, 2nd Grade, Reading Recovery teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 8: Continued learning and awareness for all learners. Strategy's Expected Result/Impact: Increased student engagement and achievement. Staff Responsible for Monitoring: Classroom teachers, specialists, counselor TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
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Performance Objective 2: Blanton Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by:

K - 2nd Grade - Primary Numeracy - 90% of students will be end the year "Ready" with 10% or fewer ending "At-Risk".





2nd - 5th Grades - Imagine Math - 90% of students will end the year on or above "approaches" as evidenced by Imagine Math.

K - 5th Grades - 90% of students will end the year "On Level" on district problem solving assessments.

HB3 Goal

Evaluation Data Sources: Imagine Math Benchmark, Primary Numeracy, District Problem Solving Assessments

<p>Strategy 1: Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners. Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth. Staff Responsible for Monitoring: Math Interventionist, CLT representatives TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers will utilize PLCs meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning. Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth. Staff Responsible for Monitoring: Math Interventionist, CLT representatives, Administration TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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<p>Strategy 3: Grade level teams will develop content SMART goals quarterly and monitor student progress. Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth. Staff Responsible for Monitoring: Math Interventionist, CLT representatives, Administration TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: The campus will utilize Seesaw and WebEx as digital learning platforms.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: The campus will utilize the Math Interventionist to support growth in math.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 1/2 Time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: K-2 teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments.</p> <p>Strategy's Expected Result/Impact: Students will be "on-level" according to the Primary Numeracy End of Year Assessment.</p> <p>Staff Responsible for Monitoring: Kindergarten, 1st Grade, 2nd Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning





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Performance Objective 3: By May 2021, Blanton Elementary will focus on ensuring at least one year's growth in Reading for every Pre-K student. This will be evidenced by 90% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

HB3 Goal

Evaluation Data Sources: None

Strategy 1: Pre-K students will participate in daily Shared Reading. Strategy's Expected Result/Impact: Students will understand concepts of print, letter recognition, and letter sounds. Staff Responsible for Monitoring: None TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Pre-K teacher will provide students with daily writing opportunities. Strategy's Expected Result/Impact: Students will be able to write stories, pictures, letters, and words to tell a story. Staff Responsible for Monitoring: None TEA Priorities: Build a foundation of reading and math	Reviews			
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	Dec	Mar	May	May
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- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: Blanton Elementary School will focus on ensuring at least one year's growth in Writing for every student. This will be evidenced by:

K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric.

HB3 Goal

Evaluation Data Sources: District Writing rubrics
On Demand Writing Assessments at BOY, MOY, and EOY

<p>Strategy 1: Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p>Staff Responsible for Monitoring: CLT representatives and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p>Staff Responsible for Monitoring: CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
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



Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2021, the staff and community of Blanton Elementary will maintain and/or increase engagement.

Evaluation Data Sources: Teacher input, formative feedback, parent responses

Strategy 1: Blanton will increase engagement and appreciation by: Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care Bingo, Staff Celebrations Strategy's Expected Result/Impact: Maintain and/or increase engagement Staff Responsible for Monitoring: Administration and Counselor	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Crownover Middle School

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

At Ronny Crownover Middle School, we are committed to providing a positive and safe learning environment that encourages students to become lifelong learners. We strive to partner with parents to model and teacher leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse population.

Vision

Dedicated to Students-Committed to Excellence

School Values

GRIT

G=Growth Mindset

R=Respect through Relationships

I=Involvement through Service

T=Time to Achieve

Table of Contents

Goals	4
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	7

Goals

Goal 1: Teaching & Learning








In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- * 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 student achievement in each grade level, content area, and special populations by 5% as measured by state assessments.

Evaluation Data Sources: STAAR Assessments
EOC- Algebra 1 Assessment

<p>Strategy 1: All core content teachers will participate in weekly CORE time (departmental PLCs) to develop common lesson plans to ensure vertical and horizontal alignment through the use of the 5E lesson planning model.</p> <p>Strategy's Expected Result/Impact: Student work, common formative assessments, and common summative assessments.</p> <p>Staff Responsible for Monitoring: Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all CORE classes to reduce the achievement gap while focusing specifically on special education student performance in reading.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by reeducating the number of students on MTSS Tier 2 and Tier 3 targeted lists.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, DMTSS campus team, CORE content teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: ELAR teachers will utilize Lucy Calkins Workshop model to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p>Staff Responsible for Monitoring: Administration and ELAR teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gap in math for all students as measured by TAPR, common assessments, and campus scorecard.</p> <p>Staff Responsible for Monitoring: Administration, Math Department Chair, and Math teachers.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Ongoing before and after school tutoring offered by individual core content teachers specifically targeting sub-pops not meeting standard on Reading and Math STAAR as determined by previous years' Systems Safeguards.</p> <p>Strategy's Expected Result/Impact: Increase students' grades and student performance in 6-8th grade STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, ELAR, Math, Science, and Social Studies teachers.</p>	Reviews			
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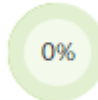






Goal 1: Teaching & Learning











In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: Improve student progress (Index #2) by 5 points as measured on the State Report Card.

Evaluation Data Sources: State Report Card (TAPR)

<p>Strategy 1: Implementation of the DMTSS (Denton Multi-Tiered Support System) team to monitor student academic and behavioral progress.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students listed on Tier 2 and 3 Intervention lists and increase student progress by 5 points as measured on the State Report Card.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, DMTSS Team, Interventionists, and Core teachers.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 2: Implementation of BOY, MOY, and EOY progress monitoring tool (Campus Scorecard) in Reading and Math for 6th, 7th, and 8th grade.</p> <p>Strategy's Expected Result/Impact: Analysis of students' performance data using Campus Scorecard. Monitoring will result in improved STAAR performance.</p> <p>Staff Responsible for Monitoring: Administration, ELAR and Math teachers.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 3: 6th, 7th, and 8th-grade students will utilize MAP testing as the Universal screener to determine individual student's reading progress.</p> <p>Strategy's Expected Result/Impact: Analysis of student performance data to improve STAAR performance as measured on 6-8th-grade STAAR Reading and Writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, ELAR teachers, and Distance Learning Specialist personnel.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

<p>Strategy 4: Implementation of Achieve 3000 online course for identified students showing significant gaps in ELAR progress in addition to primary ELAR course.</p> <p>Strategy's Expected Result/Impact: Improved student Lexile score as deemed per grade-level and improved student achievement in 6-8th-grade Reading and Writing STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, and ELAR teachers.</p> <p>Funding Sources: Nancee Taylor - State Compensatory Education (SCE) - \$60,000</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 5: Implementation of IXL in 6-8th grade math classes to support students identified showing gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Improved students' grades and improved student achievement as measured by 6-8th-grade Math STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration and Math teachers.</p>	Reviews			
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Goal 2: . Culture & Climate








In pursuit of excellence, we will:

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- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Improve student and staff recognition and communication by 5% as measured by campus and district engagement surveys.

Evaluation Data Sources: District employee engagement survey, district community survey, and campus developed surveys.

<p>Strategy 1: Continuation of the Parham Pages, staff communication memo.</p> <p>Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 2: Use of in-school announcements, school messenger, and campus website and calendar.</p> <p>Strategy's Expected Result/Impact: Continue to improve effective and timely feedback to support district-level communication.</p> <p>Staff Responsible for Monitoring: Administration and campus personnel.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 3: Implementation of Campus Culture Team.</p> <p>Strategy's Expected Result/Impact: Increase and improve teacher input, voice, and feedback as measured by the campus-level decision-making process.</p> <p>Staff Responsible for Monitoring: Principal and Campus Culture Team.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

Strategy 4: Implementation of online campus suggestion google form. Strategy's Expected Result/Impact: Increase and support teacher input, voice, and decision-making for the campus-based decision-making process. Staff Responsible for Monitoring: Administration, Administrative interns, and Campus Culture Team.	Reviews			
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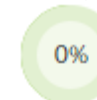




Goal 2: . Culture & Climate

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Performance Objective 2: Improve community involvement and communication by 5% as measured by campus and district engagement surveys.

Evaluation Data Sources: District employee engagement survey, district community survey, and campus developed surveys.

<p>Strategy 1: Implementation of Cowboy-Round-Up, parent communication memo.</p> <p>Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve community feedback and communication loop.</p> <p>Staff Responsible for Monitoring: Principal, Assitant Principals, and Counselors</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 2: Use of Facebook, Twitter, and Instagram social media tools to effectively implement community and campus communication and recognition.</p> <p>Strategy's Expected Result/Impact: Improve campus and community culture and climate supporting teacher's perception of recognition and support.</p> <p>Staff Responsible for Monitoring: Administration and Counseling Team.</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 3: Continue the counselor quarterly newsletter.</p> <p>Strategy's Expected Result/Impact: Improve parent communication and support while providing essential tools for 6-8th-grade academic planning and social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal and Counselors.</p>	Reviews			
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Denton Independent School District

E.P Rayzor Elementary

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

Vision

Cultivate a collaborative culture through the development of high performing teams.

Value Statement

Values

Integrity: We will be positive role models reflecting our ethics and character.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically, and mentally) to ensure positive results.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

Humor: We will find joy in our daily situations, up-lift our community, and create a positive environment.

Respect: We will value each individual, accepting one another with tolerance, and honoring contributions, strengths and ideas.

Empathy: We will up-lift our community and create a caring positive environment.

Table of Contents

Goals	4
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
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Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:














































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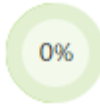


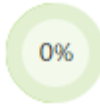


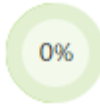











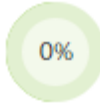


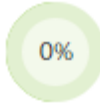


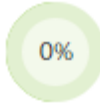


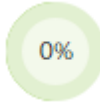


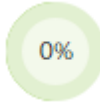


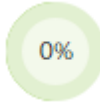









Performance Objective 1: By May of 2021, Improve Tier 1 instruction in order to ensure the academic growth of all students and increase the combined expected and accelerated progress rate by 5% in reading and math








HB3 Goal

Evaluation Data Sources: Benchmarks on ELI
 Primary Numeracy
 Imagine Math, RI
 I-Station

<p>Strategy 1: Utilize campus and district support for differentiated training on how to use technology to support student learning.</p> <p>Strategy's Expected Result/Impact: Increased student growth on Benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: PLC's will be designed to discuss students on all levels. Staff will collaborate and plan lessons on how to grow students academically, emotionally and socially, based on data.</p> <p>Strategy's Expected Result/Impact: Increased student growth on Running Records, Learning Progressions, Primary Numeracy, Problem Solver, I-Station Increased participation in extra-curricular activities. Decrease in counselor referrals.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Grade levels will complete the Planning Process for every nine weeks.</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks on ELI, Primary Numeracy, Imagine Math, RI and I-Station</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Assessments, STAAR and I-Station benchmarks.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>Funding Sources: Lisa Hanley - State Compensatory Education (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Assessments, STAAR and I-Station benchmarks.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>Funding Sources: Lisa Hanley, Renee Clark - State Compensatory Education (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Using our current LMS, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment.</p> <p>Strategy's Expected Result/Impact: Student growth as identified on individual goal setting data, lesson planning, documenting planning for acceleration, enrichment and</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Improve implementation of Lucy Calkins Reading in Grades K-5 by attending Adkins' staff development through being a project school.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 8: Improve implementation of Lucy Calkins Writing in Grades K-5 by becoming a Project School and attending Blanton's development through being a project school.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	
<p>Strategy 9: Implement Lucy Calkins Phonics in Grades K-2</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	
<p>Strategy 10: Staff Members extend their learning by attending state and national training opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, ELI, RI, DRA, I-station benchmarks, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Dec	Mar	May	May														
																	
<p>Strategy 11: Utilize district and outside coaches to assist with planning, analyzing data, and implementation of best practices in Language Arts and Math</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks on ELI , RI, and I-Station</p> <p>Staff Responsible for Monitoring: Staff, Administration, district personnel outside coaches</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	
<p>Strategy 12: Meet three times a year individually with each teacher to discuss student data and growth based changes in instructional practices.</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks on ELI, Primary Numeracy, Imagine Math, RI, and I-Station</p> <p>Staff Responsible for Monitoring: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
																	

Strategy 13: Build a deeper understanding and learning of Depth and Complexity Strategy's Expected Result/Impact: Increased student ownership of their learning Staff Responsible for Monitoring: Staff and Administration	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: . Culture & Climate

















In pursuit of excellence, we will:

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

Performance Objective 1: Provide a safe, orderly, and well-maintained climate for learning and encourage participation by all members of the school community, in the continuous improvement of the educational system and school climate increasing student ownership of their learning.

Evaluation Data Sources: Benchmarks on ELI
 Primary Numeracy
 Imagine Math, RI
 I-Station
 Volunteer hours
 Student survey

<p>Strategy 1: Utilize student performance and curriculum nights for PTA meetings to increase parental involvement. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: PTA</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Strengthsfinder for students and new staff. Strategy's Expected Result/Impact: Increased awareness of individual strengths and team strengths Staff Responsible for Monitoring: New Staff and Fifth Grade students</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Differentiated learning paths using technology for those students who have already learned it. Strategy's Expected Result/Impact: Increased number of students showing a year or more growth in learning Staff Responsible for Monitoring: Administration, staff, and EXPO teacher	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 4: Provide opportunities to bring in stakeholders(parents, community members, students, teachers) to discuss careers and help meet our college readiness standards. Strategy's Expected Result/Impact: Connections made with learning and real-life experiences/careers Staff Responsible for Monitoring: PTA, Administration, and Staff	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 5: Each Grade level will conduct a Community Service Project. Strategy's Expected Result/Impact: Increase awareness of the fulfillment of giving back to your community Staff Responsible for Monitoring: Administration and staff	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 6: Create opportunities to raise cultural awareness and appreciation in our school. Strategy's Expected Result/Impact: Increase awareness and appreciation of other cultures Staff Responsible for Monitoring: PTA, Administration, and Staff	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Harpool Middle School

2020-2021 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Values

We VALUE and NURTURE students within our school.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school experience.

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.

Table of Contents

Goals	4
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments) * 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 * District Canvas science-specific course where grade level science teachers can share information and find resources. * District Teams messaging/meetings to also accomplish same goal (share grade level content). District ELAR Canvas Tier Level trainings and adding the accessibility features for Canvas * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Canvas (rewriting our science curriculum and moving it to a digital format) * Creating video lessons of in-class activities and demos * Teams Meetings * Use of science Gizmos, STEMscopes, digital science journals * Teacher-Student email communication through Outlook and Canvas Inbox Elar Canvas Usage, Teams Calls, student-teacher communication via emails and canvas emails, canvas accessibility features, digital/ebook options * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	5
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	9
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	10

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 (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments)
- * 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
- * District Canvas science-specific course where grade level science teachers can share information and find resources.
- * District Teams messaging/meetings to also accomplish same goal (share grade level content).

District ELAR Canvas Tier Level trainings and adding the accessibility features for Canvas

- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Canvas (rewriting our science curriculum and moving it to a digital format)
- * Creating video lessons of in-class activities and demos
- * Teams Meetings
- * Use of science Gizmos, STEMscopes, digital science journals
- * Teacher-Student email communication through Outlook and Canvas Inbox





Elar Canvas Usage, Teams Calls, student-teacher communication via emails and canvas emails, canvas accessibility features, digital/ebook options

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

Performance Objective 1: Improve student achievement in all grade levels, content areas, and special populations by 5%.

Evaluation Data Sources: STAAR Assessments
EOC- Algebra 1 Assessment

<p>Strategy 1: Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Increase math scores</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: ELAR teachers will utilize Lucy Calkins Workshop model</p> <p>Strategy's Expected Result/Impact: Strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Provide targeted intervention for the students below grade level in reading and math</p> <p>Strategy's Expected Result/Impact: Increase targeted student's academic levels</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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





Performance Objective 1: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that Harpool will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

Evaluation Data Sources: Employee Engagement Survey Student Self-assessments Parent Survey Review of discipline reports, attendance, and grades

<p>Strategy 1: Collaborate with elementary and high schools in the HMS 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.</p> <p>Strategy's Expected Result/Impact: Build better transitions for incoming 6th graders and outgoing 8th graders</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration.</p> <p>Strategy's Expected Result/Impact: Get students involve and engaged in school</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Open and maintain on campus food pantry</p> <p>Strategy's Expected Result/Impact: Make sure students are receiving basic needs</p> <p>Staff Responsible for Monitoring: SAC</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Implement and monitor Restorative Practices (RP) campus wide ~TUMS ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Mood Meters ~Re-entry Circles ~Circle protocols Strategy's Expected Result/Impact: Build relationships among staff and students Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: House Bill lessons to address: ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Appreciation & Recognition for staff & students, including, but not limited to: ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards Strategy's Expected Result/Impact: appreciate people Staff Responsible for Monitoring: Admin Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Providing physical, social, and emotional supports including, but not limited to: ~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page Strategy's Expected Result/Impact: provide access for parents to the counselors Staff Responsible for Monitoring: counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Implement Gallup Strengths program in 6th, 7th, and 8th grade Naviance. Strategy's Expected Result/Impact: Students will know their strengths Staff Responsible for Monitoring: counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 9: Counselor small groups Strategy's Expected Result/Impact: Students that feel that they are alone with theirs problems/ issues, have a support group that they can lean on Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: Partner with GHS students to work with HMS students Strategy's Expected Result/Impact: build relationships Staff Responsible for Monitoring: AP ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 11: Team Meetings- Strategy's Expected Result/Impact: Identify students that may be struggling academically/ behaviorally/ social emotionally Staff Responsible for Monitoring: Counselors, Teachers, Admin ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 12: Visit Students that are at Davis Strategy's Expected Result/Impact: Keep relationships with students and develop a plan for their return to HMS and a plan not to return to Davis school. Staff Responsible for Monitoring: Counselors, Admin ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 13: Harpool Positive Post Cards Strategy's Expected Result/Impact: Celebrate students that are doing great and report that to their parents. Staff Responsible for Monitoring: Counselors, Teachers, Admin ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 14: New Student Luncheon- Strategy's Expected Result/Impact: Allow us to build relationships with new students and plug them into areas at Harpool. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 15: Renaissance Awards- each 9 wks we will recognize students with good grades and behavior Strategy's Expected Result/Impact: 9wks awards facilitated by PTA Students are proud of their accomplishments Staff Responsible for Monitoring: Teams Admin Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 16: Submit parent/ student/ staff surveys every 9wks Strategy's Expected Result/Impact: Get feedback from all stakeholders throughout the year so that we can make changes throughout the year Staff Responsible for Monitoring: DLS ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 17: Red Ribbon Week- TBD- establish days and advisory lesson Strategy's Expected Result/Impact: Make students aware of dangers of drug use Staff Responsible for Monitoring: SAC ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 18: Promote District Bullying link Strategy's Expected Result/Impact: Students feel safe at school and have an outlet to report bullying Staff Responsible for Monitoring: Pricipal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 19: Branded Tickets- award tickets for students doing the right thing Strategy's Expected Result/Impact: Better behavior Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 20: Daily character building messages Strategy's Expected Result/Impact: Awareness of building character Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	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

Denton Independent School District

Hawk Elementary

2020-2021 Goals/Performance Objectives/Strategies



Board Approval Date: November 10, 2020

Mission Statement

To create successful learners

Vision

We believe to accomplish our mission as a staff we will become a school that:

1. Works collaboratively to ensure the emotional, social, and academic success of our children
2. Collaborates and aligns our curriculum in vertical and grade level teams
3. Celebrates the successes of our students and teachers
4. Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations
5. Is innovative and uses technology to prepare our children for the world in which they live
6. Has fun!

Value Statement

Courageous

Collaborative

Connected

Table of Contents

Goals	4
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
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Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: By May, 2021 Hawk Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by: K - 2nd Grades - Early Literacy Inventory - 90% of students ending year "On Level,"with 10% or fewer ending at "At Risk" , 3rd-5th grades- Individual Reading Inventory- 90% ending "On Level".

HB3 Goal

Evaluation Data Sources: Early Literacy Inventory-ELI
 Individual Reading Inventory-IRI
 iStation-Comprehension
 Fountas & Pinnell Benchmark Assessments
 Units of Study Reading Assessments

<p>Strategy 1: Participation as a project school with TC Reading/Writing Project with K-5 ELAR teachers and specialists.</p> <p>Strategy's Expected Result/Impact: Student achievement is expected to increase due to targeted small group instruction, feedback, and transference of skills. Teachers will have a deeper understanding of the planning, components, needed student resources, and data collection of small group instruction.</p> <p>Staff Responsible for Monitoring: K-5 CLT representatives, reading specialist, reading recovery specialist, and EL specialist.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers in grades K-5 will provide leveled text daily guided reading for all below level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading specialist, Reading Recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Recovery Specialist and 1/2 time Reading Interventionist - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers, specialists, and administration will utilize PLC meetings and campus planning days to review student work, collaborate on assessments, data disaggregation, small group planning for at risk and enrichment groups, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Grade level teams will develop content SMART goals quarterly, and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: The campus will utilize Seesaw and Microsoft Teams to create a digital learning platform K-5.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Continued learning and awareness on equity for all learners.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, specialists, counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children on level by May, 2021</p> <p>Strategy's Expected Result/Impact: Students at 'progressing' or 'on level' by May 2021</p> <p>Staff Responsible for Monitoring: Kinder, 1st, 2nd, Reading Recovery Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By May, 2021 Hawk Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by: K - 2nd Grades - Primary Numeracy - 90% students ending year "Ready," with 10% or fewer ending at "At Risk" by end of 2nd grade. K-5th grades 90% ending year "On Level" on district problem solving assessments. 2nd-5th grades will end year on or above approaches at 90% evidenced by Imagine Math.


HB3 Goal

Evaluation Data Sources: Primary Numeracy
Imagine Math
District Problem Solving Assessments

<p>Strategy 1: Teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>Funding Sources: 1/2 time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers will utilize PLCs meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
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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 3: By May, 2021 Hawk Elementary School will focus on ensuring at least one year's growth in Reading for every Pre-K student. 90% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

HB3 Goal

Evaluation Data Sources: CLI Engage

Strategy 1: Teacher will provide daily shared reading Strategy's Expected Result/Impact: Students will understand concepts about print, letter recognition, and letter sounds Staff Responsible for Monitoring: Classroom Teacher TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teacher will provide daily writing opportunities. Strategy's Expected Result/Impact: Students will be able to write stories with pictures, letters, and words and tell the story. Staff Responsible for Monitoring: Classroom teacher TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
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Performance Objective 4: By May, 2021 Hawk Elementary School will focus on ensuring one year's growth in Writing for every student. This will be evidenced by, K-5 grades 90% of students will have made a year's growth in writing using district rubric.

HB3 Goal

Evaluation Data Sources: District writing rubrics
On demand BOY, MOY, and EOY

<p>Strategy 1: Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Grade level teams will develop content SMART goals quarterly, and monitor student progress.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in writing</p> <p>Staff Responsible for Monitoring: CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May of 2021, the staff and community of Hawk Elementary will maintain and/or increase engagement.

Evaluation Data Sources: Teacher input, formative feedback, parent responses.

Strategy 1: Staff Appreciation monthly events, Staff shout outs, Monthly Madness, PTA Mid-Week munchies, Staff Celebration meetings, Self-Care Bingo Strategy's Expected Result/Impact: Maintain and/or increase staff engagement Staff Responsible for Monitoring: Administration and counselor	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

McNair Elementary

2020-2021 Goals/Performance Objectives/Strategies



McNair
ELEMENTARY

Mission Statement

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students

Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

Value Statement

Respect - High Expectations - Enthusiasm - Teamwork - Fun

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Table of Contents

Goals	4
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	6

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
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- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 1: McNair Elementary will continue to improve instruction through implementation of workshop model, assessment literacy strategies, effective PLCs, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and reading by May 2021.

HB3 Goal

Evaluation Data Sources: None

<p>Strategy 1: Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.</p> <p>Strategy's Expected Result/Impact: Students being able to understand and verbalize what they are learning each day; students receiving appropriate and timely feedback</p> <p>Staff Responsible for Monitoring: Teachers, Coach, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A - \$8,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Teachers will implement research-based strategies to support student learning such as: workshop in math, reading and writing, Lucy Calkins Units of Study and AFL strategies and utilize the correct resources to do so.</p> <p>Strategy's Expected Result/Impact: Collaboration and cohesion among teachers; greater student ownership of learning; increased student understanding and application through work samples and assessments</p> <p>Staff Responsible for Monitoring: Teachers, Reading Interventionist, Math Interventionist, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Subs for teacher collaboration and continued PD - Title I, Part A - \$10,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Teachers will work with their team and coaches to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student.</p> <p>Strategy's Expected Result/Impact: Collaboration and cohesion among teachers; intervening on the exact needs of students; using data to drive instruction in small groups</p> <p>Staff Responsible for Monitoring: Teachers, Coach, Reading Interventionist, Math Interventionist, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Daily intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the math and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grades K-2 by the Reading Recovery teacher.</p> <p>Strategy's Expected Result/Impact: Targeting the specific needs of those at-risk students; increased student achievement</p> <p>Staff Responsible for Monitoring: Math Interventionist, Reading Interventionist, Reading Recovery Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Reading and Math Interventionists - Title I, Part A - \$78,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.</p> <p>Strategy's Expected Result/Impact: Data driven instruction</p> <p>Staff Responsible for Monitoring: Teachers, coach, admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May





<p>Strategy 6: Special education student progress towards IEP goals and classroom goals will be closely monitored and supported to ensure achievement gains.</p> <p>Strategy's Expected Result/Impact: Students with IEPs will be monitored closely to ensure steady progress. IEP adjustments will be made when needed.</p> <p>Staff Responsible for Monitoring: Teachers, SPED teacher, interventionists, admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: MTSS systems, processes and procedures will continue to be strengthened to ensure that the needs of all students are addressed in an appropriate, timely and intentional manner.</p> <p>Strategy's Expected Result/Impact: Ensure precise progress monitoring of students, intervention tracking and taking next steps on solid data.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, admin, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Teachers will effectively communicate with parents in a timely manner in regards to their students and what is going on in their class and the school.</p> <p>Strategy's Expected Result/Impact: Help parents stay involved and knowledgeable especially with limited access as of now to the building</p> <p>Staff Responsible for Monitoring: Teachers,</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: The campus will continue to provide increased communication to parents in both Spanish and English so all parents are aware of their student's school experience.</p> <p>Strategy's Expected Result/Impact: Increased involvement and overall knowledge about what is happening within the school with our Spanish speaking families.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: McNair Elementary will focus on the social/emotional well-being of our students and staff. We will do this by implementing restorative practices, establishing strong relationships, building a sense of community and honor our staff in various ways throughout the year. This will be evidenced by a drop of 10% of students being out of class due to behavior concerns and showing appreciation and honor to our staff.

<p>Strategy 1: Staff will work to form meaningful relationships with each student in their class.</p> <p>Strategy's Expected Result/Impact: Students will have deeper connections with staff across the campus.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, admin, para staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Staff will focus on ensuring the basic needs of students are met so maximum learning can occur.</p> <p>Strategy's Expected Result/Impact: Students will not be focused on trying to get basic needs met so that they're able to fully focus on and excel with their learning.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, admin</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Our staff will feel validated and appreciated for their work through small acts of kindness, positive feedback on their work, recognition for the work and take part in school community activities as able.</p> <p>Strategy's Expected Result/Impact: Staff feel supported and appreciated</p> <p>Staff Responsible for Monitoring: Teachers, counselor, interventionists, para, admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Nelson Elementary

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

At Nelson Elementary, it is our mission to grow as successful learners and make a positive difference in the world.

Vision

At Nelson Elementary, our vision is to celebrate our safe learning community that is built on cooperation, communication, and collaboration.

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Table of Contents

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Goals

Goal 1: Teaching & Learning

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





Performance Objective 1: Students will demonstrate at least 1 year's academic growth in reading, writing, math, and science. By May 2021, 100% of students will make at least 1 year's growth in their reading levels.

HB3 Goal

Evaluation Data Sources: ELI Assessments
 Individual Reading Inventories
 Running Records
 Istation assessments

<p>Strategy 1: PLC meetings will be held every other week per grade level.</p> <p>Strategy's Expected Result/Impact: PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Substitutes to cover 1/2 day or full day PLC meetings. - Title I, Part A - \$5,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Grade level teams will identify SMART goals that align with the campus improvement plan.</p> <p>Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: T-PESS Goal Setting focused on growth of reading levels in students. Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: T-TESS Goal Setting focused on strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Targeted ESL support for at risk English Language Learners Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Administrators, ESL Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Targeted reading instruction through the implementation of the Units of Study curriculum for reading, writing, and phonics. Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2021. Staff Responsible for Monitoring: Administrators, Teachers, Campus Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Training by the Teachers College - Title I, Part A - \$5,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Targeted reading intervention for grades K-2 students in Tier 2 and Tier 3.r Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations for reading to at least 85%. Staff Responsible for Monitoring: Administrator, K-2 Reading Interventionist TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: K-2 Reading Interventionist - State Compensatory Education (SCE) - \$30,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Reading and math intervention for students in grades 3-5. Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations for reading to at least 85%. Staff Responsible for Monitoring: Administrators, 3-5 Reading Interventionist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: 3-5 Reading Interventionist - State Compensatory Education (SCE) - \$30,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 9: Substitute teachers to cover classes during the BOY and EOY testing sessions. Strategy's Expected Result/Impact: Identify data to help drive instruction. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Substitutes - Title I, Part A - \$5,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: General Paraprofessional to support K-2 intervention. Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations to at least 85%. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: General Paraprofessional - Title I, Part A - \$26,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 11: 1 - 2 members from each grade level will serve as the curriculum PLC members. Strategy's Expected Result/Impact: Vertical alignment of curriculum and increased support for academic rigor in each grade level. Staff Responsible for Monitoring: Administrators, Curriculum PLC team, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
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Performance Objective 1: Nelson Elementary will maintain or increase engagement of students, staff, and the community as evidenced by the Climate and Culture survey results.

Evaluation Data Sources: Climate and culture survey
 Quarterly Climate and Culture check-in surveys

Strategy 1: Student exposure to and experiences in Fine Arts performances. Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: Music and Art Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Student exposure to and participation in physical education opportunities. Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: PE Teacher TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: STEM activities in all grades Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement; increased scores on the 5th grade Science STAAR assessment Staff Responsible for Monitoring: Administrators; Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Teacher participation in the Texas STEM Coalition conference - Title I, Part A - \$2,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Strengths assessment and training for students and staff Strategy's Expected Result/Impact: Increased student engagement; increase staff member engagement Staff Responsible for Monitoring: Administrators, Strength Champion, Counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 5: Student Celebrations: Positive Office Referrals; PRIDE Awards; Positive Phone Calls Home; etc. Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: Administrators; Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Extra-curricular activities: Engineering Club, Robotics, Music Makers, Honor Choir, Walking Club, Drama Kids, Student Council, Safety Squad, track meet, and OWL Club Strategy's Expected Result/Impact: Increased student engagement; increased parent engagement Staff Responsible for Monitoring: Administrators, Staff Members TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				