

Campus Improvement Plans



2025-2026

Bell Elementary



Principal: Natonia Lafriene
AP: Abby Smith

Cross Oaks Elementary



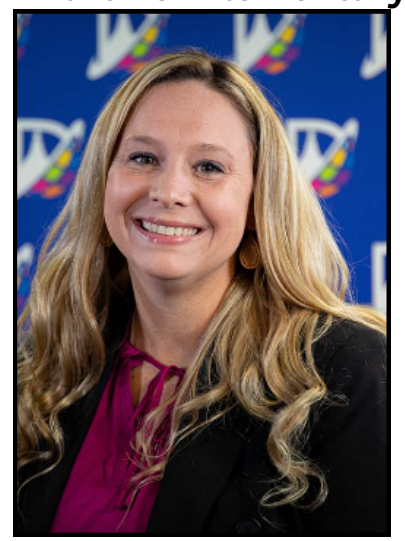
Principal: Shelley Maxwell
AP: Rob Strong

Hill Elementary



Principal: Kascie Blough
AP: Caroline Brown

Martinez Elementary



Principal: Karsten Hatcher
AP: Kelly Beard

Paloma Creek Elementary



Principal: Lori Robertson
AP: Ashley Delaney

Providence Elementary



Principal: Melissa Bates
AP: Christina Weiper

Sandbrook Ranch Elementary



Principal: Claire Springer
AP: Kristina Nichols

Savannah Elementary



Principal: Andi Hawkins
AP: Rebecca Ellison

Union Park Elementary



Lorena Salas
AP: Jaime Gibbs

Cheek Middle School



Principal: Dr. Beth Kelly
AP: Tiffany Gaines
AP: Keith Jackson

Navo Middle School



Principal: Toni Goodman
AP: Clint Marion
AP: Michelle Jackson

Rodriguez Middle School



Principal: Carly Rogers
AP: Timberlyn Mays
AP: Tamra Woods

Braswell High School



Principal: DeCorian Hailey
Associate: Dawn McCullough
Dean of Students: William Houff
AP: Maketia Norris
AP: Andrew Willis
AP: Frank Hummel
AP: Zephaniah Smalley
AP: James Wilburn
AP: Sabrina Carlile
9th Grade Principal: Felisha Jones

Braswell Zone Principals

Alexander Elementary



Principal: Nicole Poole
AP: Dr. Irasema Ramirez

Borman Elementary



Principal: Marlen Velasquez
AP: Maria Melendres Robles

Evers Park Elementary



Principal: Erin Vennell
AP: Erin Staniszewski

Houston Elementary



Principal: Tiffany Roussel
AP: Desiree McCauley

Newton Rayzor Elementary



Principal: Shelly Panter
AP: Dr. Ivonne Solano

Reeves Elementary



Principal: Dr. Sara Critton
AP: Jordan Hess

WS Ryan Elementary



Principal: Dr. Charlie Lokey
AP: Katie Hart

Calhoun Middle School



Principal: Jackie San Miguel
AP: John Curtis
AP: Kailan Bell

McMath Middle School



Principal: Brett Moore
AP: Michelle Duck
AP: Jessica Sapp

Denton High School



Principal: Joel Hays
Associate: Trey Peden
AP: Mark Goggins
AP: Tony Peters
AP: LaShawn Brock
AP: Erika Simon
AP: Tony Rose

Denton Zone Principals

Adkins Elementary



Principal: Dedra Adams
AP: Dr. Katie Vaughn

Blanton Elementary



Principal: Dr. Morgann Hawkins
AP: Mandy Nabors

EP Rayzor Elementary



Principal: Jill Mitchell
AP: Sarah Overstreet

Hawk Elementary



Principal: Lauren Shapiro
AP: Marti Blair

McNair Elementary



Principal: Djenane Bolton
AP: Lauren Atkinson

Nelson Elementary



Principal: Erika Timmons
AP: Amy Atchley

Crownover Middle School



Principal: Lacey Hailey
AP: Chad Kirchoff
AP: Tania Seda

Harpool Middle School



Principal: Dylan Taylor
AP: Amy Miller
AP: Ashley Ogal

Guyer High School



Principal: Dr. Shaun Perry
Associate: Dr. Nicole Jund
AP: Tony Bonner
AP: Britnee Dangerfield
AP: Evan Forte
AP: Dr. Franco Garcia
9th Grade Principal: Consonya Owens
AP: Reagan Glenn

Guyer Zone Principals

Hodge Elementary



Principal: Andrea Hare
AP: Marisol Anguita

Pecan Creek Elementary



Principal: Ashley Wright
AP: Sandra Zarate

Rivera Elementary



Principal: Narda Harber

Shultz Elementary



Principal: Matt Preston
AP: Emily Galindo

Stephens Elementary



Principal: Dr. Landon Turrubiarde
AP: Roshounda Ellerbe

Myers Middle School



Principal: Ron Sterling
AP: Jasmin Logan
AP: Jason Harned

Strickland Middle School



Principal: Jeff Panter
AP: Tim Threlfall
AP: Krista Singleton

Ryan High School



Principal: Vernon Reeves
Associate Principal: Ronda Bean
AP: Erik Bossenbroek
AP: Jay Swafford
AP: Bryce Overstreet
AP: Francisca Ryan
AP: Erin French

Ryan Zone Principals

Davis DAEP



Principal: Chuks Orabuchi

Fred Moore High School



Principal: Toby Thomason

LaGrone Academy



Principal: Marcus Bourland
AP: Ben Oehlschlaeger

Sparks Campus



Principal: Paul Martinez

Windle SYC

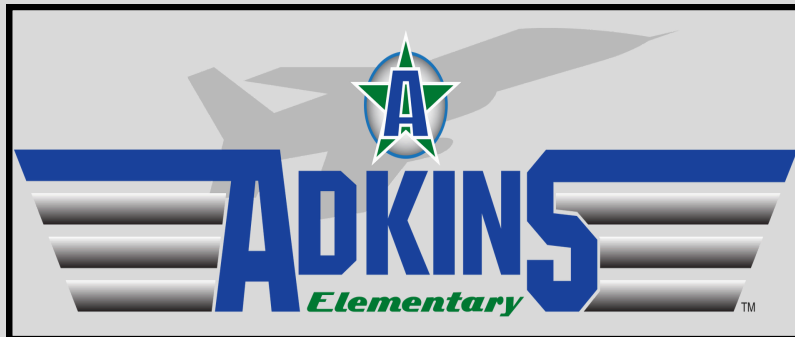


Principal: Dr. Chris Rangel

Specialty Campuses

Adkins

Principal:
Dedra Adams



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Dorothy P. Adkins Elementary is committed to meeting or exceeding Tier 1 district performance benchmarks in reading and math by the end of the 2025–2026 school year. For Reading STAAR Approaches, the school will increase the percentage of 3rd grade students meeting expectations to 92%. Fourth grade students will increase to 95%, and 5th grade students will rise to 94%. These goals ensure steady growth across all grade levels in reading achievement. In Math STAAR Approaches, the school will also meet or exceed Tier 1 minimum expectations. Third grade students will increase to at least 88%, while 4th grade students will increase to at least 87%. Fifth grade students will rise to at least 93%. These math goals align with the district’s tiered performance standards and emphasize consistent progress. In addition to STAAR performance, the school is focused on foundational skills in Pre-K. By the end of the 2025–2026 school year, 90% of Pre-K students will be able to name 20 or more alphabet letters. Seventy-five percent of Pre-K students will be able to produce 20 or more sounds. Finally, 75% of Pre-K students will demonstrate the ability to produce sounds to form words. Together, these goals ensure growth in early literacy and readiness for future academic success.	
Compass Point 2:	Exceptional Workplace Environment
By May 2026, Dorothy P. Adkins Elementary will fully implement the Tier 1 CharacterStrong Curriculum, Emotional Elements, and CHAMPS to improve campus culture and support social-emotional learning. All students will be able to identify the four Emotional Elements from the CharacterStrong Curriculum. They will also be able to identify the components of CHAMPS expectations in classrooms and common areas. The school will work to strengthen student, staff, and parent connections through cultural awareness events and family-focused activities. Increased PTA participation will also be encouraged throughout the year. Additionally, the school will aim to raise the percentage of community members completing the district Family Engagement Survey from 72% to 90%. These combined efforts will support a positive and engaged school community.	

Alexander

Principal:
Nicole Poole



Alexander

PANTHERS

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Our campus is committed to meeting or exceeding the district's Tier 5 minimum performance benchmarks on STAAR by May 2026. Goals include reaching 63% Approaches in 3rd grade math, 60% in 4th grade math, and 71% in 5th grade math. In reading, targets are 68% Approaches for 3rd grade, 77% for 4th grade, and 74% for 5th grade. For science, the goal is 48% Approaches in 5th grade. To build a strong foundation, K-2 students will aim for at least 70% on level in RLA and PNA end-of-year assessments, with PreK students also reaching 70% on level. Additionally, the percentage of Emergent Bilingual students increasing their English proficiency on TELPAS will rise by 10 points.	
Compass Point 2:	Excellence in Student Outcomes
By December 2025, the campus will earn National Certified STEM Campus status through the National Institute of STEM Education. In addition, by May 2026, over 70% of classroom teachers will have achieved their National Teacher STEM Certification through NISE. This recognition reflects the school's commitment to high-quality STEM instruction and teacher development.	



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Bell aims for its students to meet or exceed the district's Tier 4 minimum expectations on STAAR Reading by the 2025-2026 testing year, targeting 76% Approaches in 3rd grade, 83% in 4th grade, and 78% in 5th grade. The campus plans for students' Approaches rates to increase by 10% each year as they grow toward this goal. In Math, Bell aims for its students to reach or surpass Tier 4 benchmarks, with 68% Approaches in 3rd grade, 67% in 4th grade, and 74% in 5th grade by 2025-2026. A 10% annual increase is expected to help students achieve these performance levels. These campus-based goals reflect Bell's commitment to supporting its students' steady growth in both reading and math. By focusing on consistent, year-over-year improvement, Bell strives to ensure that all students gain the skills and knowledge needed to meet and exceed district academic expectations.	
Compass Point 2:	Exceptional Workplace Environment
As a Professional Learning Community, we aim to achieve an average score of 4.4 on questions 1-3 of the End-of-Year District Engagement Survey. These questions focus on knowing what is expected, having materials and supplies readily available, and being able to perform daily job responsibilities effectively. This goal reflects our commitment to supporting staff clarity, preparedness, and overall effectiveness.	
Compass Point 3:	Reciprocal Family & Community Partnerships
By the end of the 2025-2026 school year, Bell Elementary will ensure that at least 100 students receive support through Communities In Schools. The campus is also aiming for a 10% reduction in behavior incidents among students receiving Tier 2 or Tier 3 interventions. Progress toward this goal will be measured using the campus behavior road mapping tracker. This initiative highlights the school's commitment to providing targeted support for students with higher needs. By combining academic and behavioral interventions, Bell Elementary is working to foster a safe and supportive learning environment. The plan emphasizes both student well-being and improved campus culture.	

Blanton

Principal:

Dr. Morgann Hawkins



BLANTON

KNIGHTS

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

Blanton Elementary aims to increase student performance on STAAR Math across grades 3-5 to meet or exceed the district's Tier 1 minimum expectations. In 3rd grade, the goal is to raise the Approaches percentage by at least 1% to reach the 88% benchmark. For 4th grade, students' Approaches rates are targeted to increase by at least 4% to meet the 87% expectation. In 5th grade, the campus aims for a 3% increase to achieve the 93% Approaches benchmark.

These goals reflect a focused effort to support consistent growth and academic achievement in math across all upper elementary grades. By targeting incremental gains, Blanton seeks to ensure that students not only meet district standards but are also prepared for continued success in future grades. This strategy emphasizes both accountability and student growth as key priorities for the campus.

Compass Point 2:

Exceptional Workplace Environment

By May 2026, Blanton Elementary will implement at least three evidence-based strategies to promote a positive climate and culture for both staff and students, measured by a reduction in behavior referrals. Strategies for staff include appreciation events, Staff Shout Outs, PTA recognition, self-care activities, and celebrations to foster morale and well-being. Students will receive monthly guidance lessons focused on the Essential 8 skills to support social-emotional growth.

The campus will also increase student engagement in extracurricular and co-curricular activities to strengthen school connection and participation. Daily lessons through the Character Strong/PurposeFull People Curriculum will provide students with consistent character development instruction. These combined efforts aim to create a supportive, inclusive, and engaging environment that benefits both staff and students. By focusing on staff recognition, student guidance, and character education, Blanton seeks to improve overall school climate and reduce behavior issues.

Borman

Principal:

Marlen Velasquez



BORMAN

Elementary

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

Borman Elementary aims for its students to meet or exceed the district's established minimum expectations on STAAR assessments. In ELAR, the goal is for 3rd grade students to reach 70% Approaches, 4th grade 78%, and 5th grade 75%. In Math, Borman will increase Approaches rates with individual student progress expected or accelerated, targeting 70% for 3rd grade, 60% for 4th grade, and 71% for 5th grade.

The campus also aims to meet or exceed district expectations for TELPAS by increasing the percentage of Emergent Bilingual learners achieving growth from 31% to at least 49%.

In Pre-K, by the end of the 2025-2026 school year, 85% of students are expected to identify 20 or more alphabet letters, 75% will produce 20 or more letter sounds, and 75% will blend sounds to form words, as measured by CLI Engage. These goals reflect Borman's focus on academic growth, literacy development, and language proficiency across all grade levels.

Compass Point 2:

Exceptional Workplace Environment

By the end of the 2025-2026 school year, our staff will feel more energized, connected, and inspired in their work, empowered to bring their very best each day. This growth in engagement will be reflected in an increase in our Gallup Engagement score, rising from 3.2 to 3.5, demonstrating a stronger, more motivated, and collaborative school community.

Compass Point 3:

Reciprocal Family & Community Partnerships

By the end of the 2025-2026 school year, Borman Elementary will provide support to at least 100 students through Communities In Schools. This will be verified through CIS case load logs and data. The goal reflects the school's commitment to ensuring students have access to needed resources for success.

Cross Oaks

Principal:
Shelley Maxwell



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Cross Oaks Elementary aims to meet or exceed the district's Tier 3 minimum performance benchmarks for STAAR in 3rd–5th grade. In ELAR, the school's "Approaches" goals are 80% for 3rd grade (up from 63%), 86% for 4th grade (up from 77%), and 83% for 5th grade (up from 69%). For Math, the targets are 74% for 3rd grade (up from 47%), 72% for 4th grade (up from 58%), and 81% for 5th grade (up from 64%). In 5th grade Science, the goal is to reach 63% "Approaches," increasing from 48%. These goals reflect a commitment to raising academic performance across core subjects. In addition to academic targets, the school aims to reduce the number of students requiring tiered social-emotional supports by 5% in each grade level. Progress will be monitored through the campus Check-In/Check-Out (CICO) system, counseling, CISNT programs, and Behavior Team data. These initiatives collectively support both academic growth and student well-being. Overall, the plan emphasizes measurable improvement and targeted interventions to ensure student success across multiple domains.	
Compass Point 2:	Exceptional Workplace Environment
Build a vibrant culture at Cross Oaks where social and emotional well-being are at the heart of everything we do. In this safe and supportive environment, staff and students feel both physically and emotionally secure, allowing learning to flourish. Every individual is valued, every effort is appreciated, and every success is celebrated, creating a school community where people thrive together.	
Compass Point 3:	Reciprocal Family & Community Partnerships
By May 2026, Cross Oaks Elementary will foster a welcoming and supportive learning environment for all stakeholders. This will be achieved through events, programs, and initiatives that build community and strengthen connections. Success will be measured by district and campus engagement surveys as well as a decrease in office referrals.	



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
The campus has set goals aligned with the district's Tier 1 performance benchmarks. In Math, the target is for 88% of 3rd graders to meet Approaches on the STAAR, 87% of 4th graders to meet Approaches, and 93% of 5th graders to meet Approaches. For Reading, the goals are 92% of 3rd graders, 95% of 4th graders, and 94% of 5th graders achieving Approaches on STAAR. These targets reflect the district's highest performance expectations in core content areas. In addition to STAAR goals, the campus is focused on early literacy development in Pre-K. By May 2026, 90% of Pre-K students will be able to recognize 20 or more alphabet letters. Additionally, 75% of Pre-K students will be able to produce 20 or more letter sounds. Another 75% of Pre-K students will demonstrate the ability to blend sounds to form words. These Pre-K goals will be measured using the CLI Engage assessment system. Together, these goals support a strong foundation for student success across all grade levels.	
Compass Point 2:	Exceptional Workplace Environment
By May 2026, EP Rayzor will shine as a safe, orderly, and welcoming school where every stakeholder feels supported. Through the use of evidence-based strategies, the campus will reduce office referrals and bullying incidents while celebrating more positive office referrals. This balanced approach will build a culture of safety, respect, and recognition where students and staff thrive together.	

Evers Park

Principal:
Erin Vennell



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

By May 2026, Evers Park Elementary aims to exceed Tier 5 minimum expectations in both math and reading for grades 3-5. In Math, the goal is for at least 63% of 3rd graders, 60% of 4th graders, and 71% of 5th graders to achieve Approaches grade level or higher on the STAAR assessment. In Reading, the targets are 77% for 3rd grade, 78% for 4th grade, and 70% for 5th grade reaching Approaches or higher.

These goals reflect a commitment to ensuring students not only meet but surpass district benchmarks, demonstrating consistent academic growth across all upper elementary grades. Additionally, Evers Park is focused on supporting language development for Emergent Bilingual students. By June 2026, 46% of these students are expected to meet their expected progress on TELPAS.

Through targeted instruction and strategic support, the campus is dedicated to strengthening both foundational skills and advanced learning. These objectives highlight Evers Park's commitment to high academic standards, equitable student support, and measurable growth in both core subjects and language proficiency.

Compass Point 2:

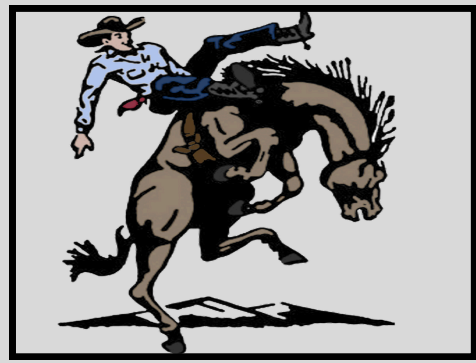
Exceptional Workplace Environment

By May 2026, Evers Park Elementary will integrate schoolwide behavioral and self-management practices into daily routines, using CHAMPS, Restorative Practices, and Zones of Regulation to give students consistent tools for self-regulation and positive behavior. The campus will also focus on strengthening its school culture by increasing staff-to-staff recognition through shout-outs and newsletters, fostering appreciation and collaboration among employees.

Additionally, Evers Park will expand community engagement by hosting more events, building partnerships, and improving communication with students, staff, and parents. These efforts aim to create a supportive, positive, and connected school environment where both students and staff can thrive. By embedding consistent behavioral practices and nurturing strong relationships, the campus is committed to promoting academic success alongside social-emotional growth.

Hawk

Principal:
Lauren Shapiro

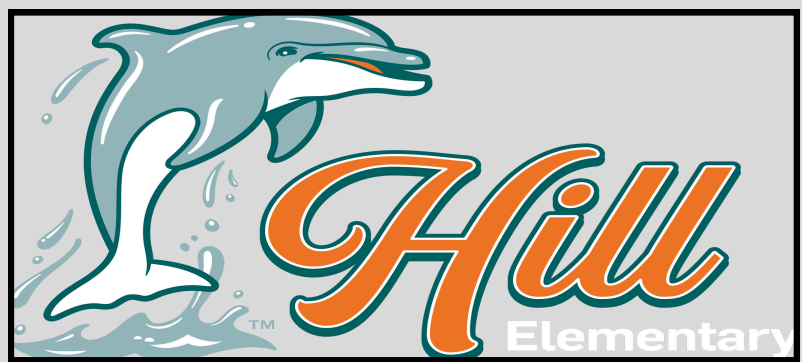


2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Hawk Elementary has set clear goals to meet or exceed district-defined Tier 1 performance expectations in both Reading and Math STAAR assessments. For Reading, the campus aims to raise 3rd grade Approaches scores from 87% to 92%, 4th grade from 90% to 95%, and 5th grade from 88% to 94%. In Math, Hawk Elementary plans to increase 3rd grade Approaches scores from 78% to 88%, 4th grade from 83% to 87%, and 5th grade from 88% to 93%. These targets reflect a commitment to consistent growth across all tested grade levels. Together, the Reading and Math goals highlight the school's focus on strengthening both literacy and numeracy. By setting ambitious yet attainable benchmarks, Hawk Elementary is working to ensure that all students are well-prepared for academic success. The plan underscores the school's dedication to maintaining excellence while pushing students toward higher achievement.	
Compass Point 2:	Exceptional Workplace Environment
Hawk Elementary has set a goal to strengthen staff engagement by January 2026. The focus will be on improving the survey item, <i>"My supervisor, or someone at work, seems to care about me as a person."</i> The campus aims to raise the average score from 4.56 to 4.70. Progress will be monitored through staff surveys administered in September, October, January, and March. This approach provides multiple checkpoints to track growth and adjust support as needed. By prioritizing this measure, Hawk Elementary is working to build a more supportive and connected school culture.	
Compass Point 3:	Reciprocal Family & Community Partnerships
By January 2026, Hawk Elementary will increase family engagement by raising the score of "Teachers and parents/guardians work together for student success at my child's school" from 4.47 to 4.7. Progress will be measured using the Gallup Family Engagement Survey. This goal reflects the school's commitment to strengthening family-school partnerships.	



Principal:
Kascie Blough



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2025, Hill Elementary aims to ensure that students meet or exceed the district's minimum Tier 3 performance expectations on STAAR assessments. In Mathematics, the target Approaches rates are 74% for 3rd grade, 72% for 4th grade, and 81% for 5th grade. For Reading, the goals are 80% for 3rd grade, 86% for 4th grade, and 83% for 5th grade. These targets reflect a focus on supporting students across all tested grade levels. The plan emphasizes both literacy and numeracy achievement as key priorities. By setting these clear benchmarks, Hill Elementary is working to ensure students are prepared for academic success. The initiative highlights the school's commitment to maintaining strong performance while addressing areas of growth.	
Compass Point 2:	Exceptional Workplace Environment
By May 2025, Hill Elementary aims for at least 85% of staff to be engaged in the school community, as measured by the Gallup Survey. Similarly, at least 85% of students and families are expected to be engaged, according to the district survey. These goals reflect the school's commitment to fostering a connected and involved school community for all stakeholders.	

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2025, Hodge Elementary students will meet or exceed the district's Tier 5 minimum expectations on STAAR assessments. In Reading, the target Approaches rates are 68% for 3rd grade, 77% for 4th grade, and 74% for 5th grade. In Math, the goals are 63% for 3rd grade, 60% for 4th grade, and 71% for 5th grade. These targets demonstrate the school's focus on improving both literacy and numeracy across all tested grade levels. Meeting these benchmarks will ensure students are on track for academic success.	
Compass Point 2:	Exceptional Workplace Environment
Hodge Elementary aims to increase instructional staff retention by 10%, reflecting a positive school culture and supportive climate for teaching and learning.	
Compass Point 3:	Reciprocal Family & Community Partnership
Hodge Elementary will strengthen family relationships and the home-school connection to improve student outcomes, as measured by Family Engagement data.	

Houston

Principal:
Tiffany Roussel

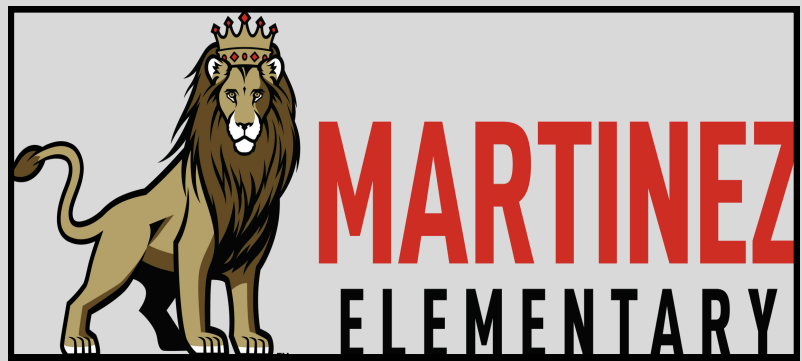


2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2025, Houston Elementary aims to meet or exceed district-defined minimum performance expectations on STAAR assessments. In Math, the campus targets increasing 3rd grade Approaches from 70% to 76% and 5th grade from 78% to 83%. In Reading, the goals are to raise 3rd grade from 80% to 85% and 4th grade from 86% to 91%. These targets reflect a focus on strengthening both literacy and numeracy across key grade levels.	
Compass Point 2:	Exceptional Workplace Environment
All teachers will implement community circles, treatment agreements, and the newly adopted Character Strong program. These initiatives aim to build positive relationships and a strong school culture. By consistently using these strategies, teachers will foster social-emotional growth and support student character development. The approach emphasizes community, respect, and shared responsibility within the school.	

Martinez

Principal:
Karsten Hatcher



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By the 2027 testing year, Martinez Elementary aims for students to meet or exceed the district's Tier 4 minimum expectations on STAAR Reading and Math, targeting consistent growth with a 10% annual increase. For Reading, the Approaches rates are set at 76% for 3rd grade, 83% for 4th grade, and 78% for 5th grade. Additionally, the campus is striving for higher performance with Meets targets of 46% for 3rd grade, 52% for 4th grade, and 56% for 5th grade. In Math, the Approaches targets are 68% for 3rd grade, 67% for 4th grade, and 74% for 5th grade, while the Meets goals are 38% for 3rd grade, 42% for 4th grade, and 40% for 5th grade. These benchmarks emphasize a dual focus on both foundational proficiency and higher-level mastery. The plan demonstrates the school's commitment to steady, measurable growth each year across all tested grade levels. By setting clear, grade-specific targets, Martinez ensures that instructional strategies are aligned to student needs and standards.	
Compass Point 2:	Exceptional Workplace Environment
As a Professional Learning Community, we aim to achieve an average overall mean of 4.5 on questions 1–3 of the Q12 section in the End-of-Year District Engagement Survey, focusing on knowing expectations, having materials and supplies readily available, and being able to perform daily job responsibilities. Additionally, collaborative planning within grade levels and committees will be used to refine school systems and coordinate events. These efforts emphasize teamwork, clarity, and continuous improvement to support staff effectiveness and engagement.	
Compass Point 3:	Reciprocal Family & Community Partnerships
For the 2025–2026 school year, Martinez Elementary will activate families as partners in learning by shifting from trust building to action-oriented engagement. Families will not only receive information but also co-design solutions, celebrate student progress, and support academic achievement. This approach emphasizes collaboration between the school and families to strengthen student outcomes. By actively involving families, Martinez aims to create a shared responsibility for learning and a stronger school community.	

Mc Nair

Principal:
Djenane Bolton



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
McNair is committed to raising student achievement in reading by meeting or exceeding the district's Tier 4 performance expectations on STAAR. Targets include 76% of 3rd graders, 83% of 4th graders, and 78% of 5th graders achieving the Approaches level in Reading. In mathematics, McNair will also work to ensure students meet or exceed district expectations. The campus aims for 68% of 3rd graders, 67% of 4th graders, and 74% of 5th graders reaching the Approaches level on the Math STAAR assessment. Foundational skills will be prioritized in early learning, particularly in Pre-K. By the end of the 2025–2026 school year, 90% of students will identify 20 or more letters, 75% will produce 20 or more letter sounds, and 75% will blend sounds to form words, as measured by CLI Engage.	
Compass Point 2:	Exceptional Workplace Environment
By the end of the 2025–2026 school year, McNair staff will demonstrate stronger engagement and have increased opportunities to perform at their best, as evidenced by an improvement in the Gallup Engagement mean score from 3.96 to 4.0.	
Compass Point 3:	Reciprocal Family & Community Partnership
By the end of the 25–26 school year, the number of students who are being provided support through CIS will be 100 students, at minimum. This will be evidenced by CIS case load data.	

Nelson

Principal:
Erika Timmons



Nelson

Lions

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

Nelson Elementary is committed to achieving strong academic growth across all grade levels by May 2025. In mathematics, the campus will raise the STAAR Approaches performance rate from 75% to 85%, ensuring students meet or exceed district-defined expectations. Reading performance will also grow, with Approaches increasing from 82% to 85%, while science performance will see a significant improvement from 65% to 85%. These goals demonstrate a focus on closing performance gaps and ensuring students have the skills needed to be successful at the next level. In addition to core content areas, Nelson Elementary is prioritizing early childhood readiness to build a strong foundation for future learning. Pre-K students will demonstrate kindergarten readiness through key indicators, including 90% being able to count up to 10 objects. Additionally, 75% of Pre-K students will produce 20 or more letter sounds, and 80% will identify a letter, word, and punctuation in a text. Together, these early literacy and numeracy skills will ensure that students begin kindergarten prepared for success. By focusing on both early learning and STAAR-tested subjects, Nelson Elementary will create a culture of academic excellence and continuous growth. This balanced approach emphasizes readiness, achievement, and the importance of equipping every student with the tools to thrive.

Compass Point 2:

Reciprocal Family & Community Partnership

Nelson Elementary will engage families in the school community by encouraging participation in extra-curricular and co-curricular activities. The goal is for 85% of families to attend at least one school-sponsored event, fostering stronger connections and support for student learning.



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

By May 2026, Newton Rayzor Elementary aims for all students to achieve at least one year's growth in math and reading, as measured by their "stretch growth" in iReady. The school will place a particular emphasis on supporting Special Education students and low socio-economic Hispanic students, targeting a 10% growth increase in each subject for these groups. Teachers will implement IB research-based instructional strategies to foster the holistic development of IB learners, addressing academic, social, and emotional growth. Staff will collaborate to create engaging learning experiences that meet the needs of every student. Families will be actively involved, partnering with the school to support student learning and development. Instruction will be data-driven, allowing teachers to provide targeted support based on individual learning needs. The school will maintain a focus on equity and inclusion, ensuring all students have access to high-quality educational opportunities. Ongoing professional development will strengthen staff capacity in best practices and IB teaching strategies. By integrating rigorous instruction, collaboration, and community engagement, Newton Rayzor Elementary will cultivate a culture of academic growth and personal development. This comprehensive approach ensures that every student is prepared for future success and empowered to reach their full potential.

Compass Point 2:

Exceptional Workplace Environment

By Spring 2026, Newton Rayzor Elementary will enhance community engagement by providing more opportunities for families and community members to collaborate with the campus. These efforts will strengthen partnerships, foster a sense of belonging, and support student success.

Paloma Creek

Principal:
Lori Robertson



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

By May 2026, Paloma Creek Elementary aims to meet or exceed the district's Tier 4 minimum performance benchmarks on STAAR assessments. In Reading/Language Arts, the school will target Approaches rates of 76% for 3rd grade, 83% for 4th grade, and 78% for 5th grade. In Math, the goals are 68% for 3rd grade, 67% for 4th grade, and 74% for 5th grade. These targets reflect a commitment to ensuring that all students achieve grade-level expectations and continue to grow academically. Beyond academics, the school is focused on fostering a sense of belonging and engagement, aiming to increase student responses to "Do you feel like you belong at our school?" from 42% to 60% as measured by fall and spring surveys. Support services will also be expanded, with 100 students receiving assistance through Communities In Schools (CIS) by the end of the 2025–26 school year. In addition, the school will work to decrease office referrals by 25%, promoting a safer and more positive learning environment. By combining academic rigor with social-emotional support, Paloma Creek Elementary is committed to the holistic development of every student. These strategies ensure that students are not only successful on assessments but also feel supported, valued, and connected to their school community. Through these efforts, the campus will cultivate an environment where all students can thrive academically and personally.

Compass Point 2:

Exceptional Workplace Environment

Paloma Creek Elementary aims to strengthen both staff and student support by the end of the 2025–26 school year. The campus will increase the staff engagement mean from 4.18 to 4.5, as measured by the annual Gallup Engagement Survey, fostering a more motivated and collaborative workplace.

In addition, support for students will expand, with 100 students receiving assistance through Communities In Schools (CIS). The school also aims to reduce office referrals by 25%, promoting a positive and safe learning environment. These efforts reflect a commitment to both staff well-being and student success, creating a stronger, more supportive school community.

Pecan Creek

Principal:
Ashley Wright



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Pecan Creek Elementary aims for students to exceed the district's Tier 3 minimum expectations on STAAR assessments. In Math, the target Approaches rates are 74% for 3rd grade, 72% for 4th grade, and 81% for 5th grade. In Reading, students are expected to surpass 80% for 3rd grade, 86% for 4th grade, and 83% for 5th grade. In addition to grade-level achievement, the school is focusing on supporting Emergent Bilingual students, with 46% expected to increase their TELPAS composite proficiency score by at least one measure. These goals reflect a commitment to academic growth for all students, emphasizing both grade-level success and targeted support for language learners. By combining rigorous instruction with focused interventions, Pecan Creek Elementary is fostering a culture of achievement and continuous improvement.	
Compass Point 2:	Reciprocal Family & Community Partnership
By May 2026, Pecan Creek Elementary will strengthen reciprocal partnerships with families and the community by promoting open communication and shared decision-making. The school will collaborate closely with the PTA and community stakeholders to provide opportunities that support student success, build trust, and actively engage families in the educational process. These efforts aim to create a strong, connected school community where families and community members are valued partners in learning.	

Providence

Principal:
Melissa Bates

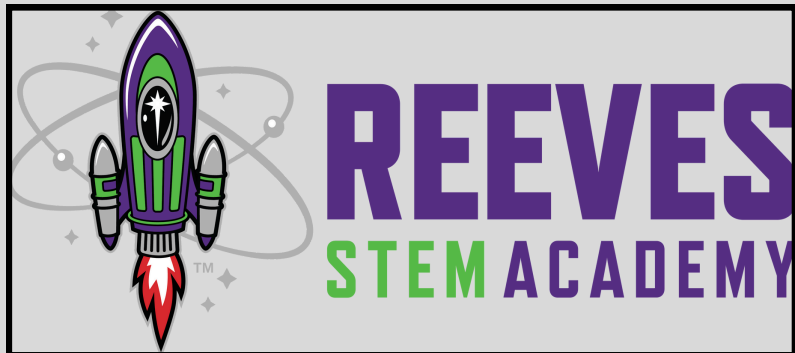


2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Providence Elementary aims to exceed Tier 4 minimum expectations on STAAR assessments in both Math and Reading. In Math, at least 68% of 3rd graders, 67% of 4th graders, and 74% of 5th graders are expected to achieve Approaches grade level or higher. In Reading, the goals are 76% for 3rd grade, 83% for 4th grade, and 78% for 5th grade. These targets reflect the school's commitment to ensuring that all students meet or surpass district-defined benchmarks. Instruction will focus on providing rigorous, standards-aligned learning experiences that support growth in all grade levels. Teachers will use data-driven strategies to identify student needs and provide targeted interventions where necessary. By emphasizing both Math and Reading achievement, the school seeks to foster strong academic growth across core subjects. Ongoing professional development and collaboration among staff will support these efforts, ensuring high-quality instruction. Providence Elementary's approach combines academic rigor with strategic support to maximize student success. Through these initiatives, the school will cultivate a culture of excellence and continuous improvement for all learners.	
Compass Point 2:	Exceptional Workplace Environment
By May 2026, Providence Elementary aims to achieve high-quality teacher retention, maintaining at least 90% of staff. This goal reflects the school's commitment to supporting and sustaining an experienced, effective, and stable teaching workforce.	
Compass Point 3:	Reciprocal Family & Community Partnership
By the end of the 2025–2026 school year, Providence Elementary will provide support to at least 100 students through Communities In Schools (CIS). In addition, the school aims to reduce student office referrals by 25%, promoting a safer and more positive learning environment. These efforts reflect a commitment to both academic and social-emotional support, ensuring students have the resources and guidance needed to succeed.	

Reeves

Principal:
Dr. Sarah Critton



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Reeves Elementary aims to meet or exceed Tier 5 minimum performance benchmarks on STAAR assessments. In Math, the goals are 63% Approaches for 3rd grade, 60% for 4th grade, and 71% for 5th grade. In ELA, the targets are 68% for 3rd grade, 77% for 4th grade, and 74% for 5th grade. For 5th grade Science, the school aims for 48% of students to achieve Approaches. Beyond academics, Reeves Elementary will ensure that 100% of students have opportunities to participate in extracurricular activities. Early childhood readiness is also a priority, with 90% of Pre-K students able to name 20 or more alphabet letters, 75% producing 20 or more letter sounds, and 75% blending sounds to make words, as measured by CLI Engage. These goals reflect a focus on academic growth, foundational literacy, and well-rounded student engagement. By combining rigorous instruction with enrichment opportunities, Reeves Elementary supports the holistic development of every learner.	
Compass Point 2:	Exceptional Workplace Environment
By May 2026, Reeves Elementary aims for more than 50% of staff to be highly engaged. This goal reflects the school's commitment to fostering a positive, motivated, and collaborative workplace that supports both staff well-being and student success.	
Compass Point 3:	Reciprocal Family & Community Partnership
By May 2026, Reeves Elementary aims for all students and parents to be familiar with the L.A.U.N.C.H. expectations, while 100% of staff will implement these expectations daily. To strengthen school-community connections, the campus will host one PTA community event per month during the 2025–26 school year. These efforts will promote a welcoming, engaged, and supportive environment for students, families, and staff.	

Rivera

Principal:
Narda Harber



Rivera
Elementary

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Tomas Rivera Elementary aims to meet or exceed Tier 5 minimum performance benchmarks on STAAR assessments. In Math, the targets are 63% Approaches for 3rd grade, 65% for 4th grade, and 71% for 5th grade. In Reading/Language Arts, the goals are 68% for 3rd grade, 77% for 4th grade, and 74% for 5th grade. Beyond academics, staff will focus on creating a welcoming and supportive learning environment for all students, families, and community members. This will be achieved through events, programs, and initiatives that foster engagement and build a strong school community. Success will be measured through district and campus engagement surveys, as well as a reduction in office referrals. By combining academic rigor with a positive school culture, Tomas Rivera Elementary aims to support both student achievement and holistic development. These efforts ensure that every student feels supported, included, and empowered to succeed.	
Compass Point 3:	Reciprocal Family & Community Partnership
By the end of the 2025–26 school year, Rivera Elementary will establish at least three additional reciprocal partnerships with community organizations or stakeholders to strengthen support for students and families. Additionally, the school will provide assistance to 100 students through Communities In Schools (CIS), ensuring targeted academic and social-emotional support. These initiatives reflect Rivera’s commitment to building strong community connections while meeting the needs of every student.	

Sandbrock

Principal:
Claire Springer



SANDBROCK
RANCH
ELEMENTARY

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, as a Professional Learning Community, the school aims to ensure that 90% of students are reading at grade level, as measured by the DRA3. All students will grow at least one year in reading, or one and a half years if below grade level, monitored through the Developmental Reading Assessment. At least 15% of 4th- and 5th-grade students will advance one STAAR performance level in Reading, while 100% of students already at the Masters level will maintain their achievement. In Math, 80% of students below grade level on the iReady diagnostic will meet their stretch goals, and 80% of students on or above grade level will meet their typical goals. Additionally, at least 10% of 4th- and 5th-grade students will move up one STAAR performance level in Math, with 100% of Masters-level students maintaining their achievement. By May 2026, 80% of students K–5 will demonstrate mastery of grade-level Science standards. In writing, 75% of K–2 students will produce grade-level appropriate writing with complete sentences, correct grammar, and a clear main idea, and 75% of 3–5 students will score 3 or higher on the STAAR ECR response. In Pre-K, 90% of students will name 20 or more alphabet letters, 75% will produce 20 or more letter sounds, and 75% will blend sounds to make words. These goals reflect a focus on academic growth, mastery, and early literacy, ensuring all students have the foundation and support to succeed.	
Compass Point 2:	Exceptional Workplace Environment
By May 2026, 85% of staff at Sandbrock Ranch Elementary will report a positive work-life balance and high engagement, as measured by increases in the Gallup Q12 survey. Additionally, by May 2025, staff and students will maintain a 97% attendance rate, reflecting a strong commitment to consistent presence and participation in the school community.	
Compass Point 3:	Reciprocal Family & Community Partnership
By May 2026, 95% of families at Sandbrock Ranch Elementary will report satisfaction with school communication and partnerships, as measured by end-of-year surveys. This goal reflects the campus's commitment to fostering strong family engagement and collaborative relationships that support student success.	

Savannah

Principal:
Andi Hawkins



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Savannah Elementary aims to meet or exceed Tier 3 minimum expectations on STAAR assessments for 3rd–5th grade students. In Math, the targets are 74% for 3rd grade, 72% for 4th grade, and 81% for 5th grade, representing significant growth from current performance levels. In ELAR, the goals are 80% for 3rd grade, 86% for 4th grade, and 83% for 5th grade. These targets reflect a strong focus on ensuring students achieve grade-level proficiency and continue to grow academically. In addition, Savannah Pre-K students will demonstrate typical growth in reading and math, showing progress in counting, letter sounds, and identifying letters, words, and punctuation. By addressing both early learning and grade-level achievement, the school supports the academic growth of all students. These initiatives emphasize rigorous instruction, targeted support, and a foundation for future success.	

Compass Point 2:	Exceptional Workplace Environment
By May 2026, Savannah Elementary aims for teachers to have a clear understanding of what is expected of them at work, as measured by Gallup and campus survey data, with an engagement mean of 4.5. Additionally, staff and students will maintain a 97% attendance rate, reflecting a strong commitment to consistent participation and engagement in the school community.	



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
From September 2025 to May 2026, Shultz Elementary will implement multi-tiered systems of support through Professional Learning Teams to ensure students make at least one year's growth in essential reading and math fluency skills. All grade levels are expected to achieve a minimum 5% increase in the percentage of students performing on grade level in these essential skills. For emergent bilingual (EB) students, at least 46% will demonstrate growth in two or more language proficiency domains—listening, speaking, reading, or writing—on the spring 2026 TELPAS assessment. In 4th and 5th grade, at least 80% of students will achieve one year of academic growth in Math, as measured by STAAR results. Additionally, at least 50% of 4th and 5th graders who previously did not meet grade-level standards will reach the Approaches Grade Level standard or higher on the spring 2026 STAAR Math assessment. These goals emphasize targeted support, academic growth, and language development to ensure all students progress and achieve success. Through structured interventions and data-driven instruction, Shultz Elementary will foster both foundational skills and grade-level mastery.	
Compass Point 3:	Reciprocal Family & Community Partnership
By May 2026, the Shultz Elementary Campus Leadership Team, in collaboration with parents and teachers, will establish the Mustang Volunteer Program (MVP) to provide ongoing academic support across all grade levels. Through this program, parents, retired educators, and community members will contribute at least 400 combined hours of support to enhance student learning and engagement. This initiative aims to strengthen family and community involvement while directly supporting student success.	

Stephens

Principal:

Dr. Landon Turrubiarte



STEPHENS

ELEMENTARY

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

By May 2026, Stephens Elementary aims to meet or exceed Tier 4 minimum performance benchmarks on STAAR assessments. In Math, the targets are 68% for 3rd grade, 67% for 4th grade, and 74% for 5th grade. In Reading/Language Arts, the goals are 76% for 3rd grade, 83% for 4th grade, and 78% for 5th grade. These objectives reflect the school's commitment to ensuring all students achieve grade-level proficiency and continue to grow academically across core subjects.

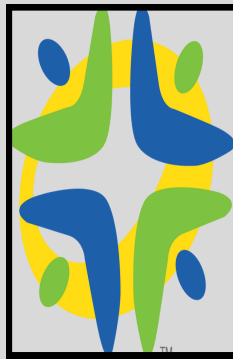
Compass Point 2:

Exceptional Workplace Environment

Stephens Elementary aims to increase the percentage of engaged staff members from 43% to 60%, as measured by the annual Gallup Engagement Survey. This goal reflects the school's commitment to fostering a positive, motivated, and collaborative work environment.

Union Park

Principal:
Lorena Salas



UNION PARK
ELEMENTARY SCHOOL

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Union Park Elementary aims to meet or exceed Tier 2 minimum performance benchmarks on STAAR assessments for 3rd–5th grade students. In Math, the targets are 81% for 3rd grade, 77% for 4th grade, and 86% for 5th grade, reflecting growth from current performance levels. In ELAR, the goals are 88% for 3rd grade, 90% for 4th grade, and 89% for 5th grade. The school also aims for at least 90% family satisfaction in Gifted and Talented programs by ensuring students have access to advanced and rigorous coursework. Additionally, by May 2026, all coordinated school health activities will fully align with the Denton ISD Wellness Plan as developed by the School Health Advisory Council. These initiatives highlight the campus's focus on academic achievement, student enrichment, and overall student well-being.	
Compass Point 2:	Exceptional Workplace Environment
By May 2026, Union Park Elementary aims to increase staff participation in the district Engagement Survey to 90% while improving responses to key focus areas. By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment, participation in the district mentorship program, and focused professional development, ensuring a strong and capable instructional team.	
Compass Point 3:	Reciprocal Family & Community Partnership
By May 2026, Union Park Elementary aims to increase parent engagement in school activities through targeted strategies designed to encourage and support family involvement. These efforts will strengthen partnerships between families and the school, promoting student success and a connected school community.	



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
W. S. Ryan Elementary will exceed Tier 3 minimum expectations in math by May 2026, with at least 74% of 3rd graders, 72% of 4th graders, and 81% of 5th graders achieving approaches grade level or higher on the STAAR Math assessment. W. S. Ryan Elementary will exceed Tier 3 minimum expectations in reading by May 2026, with at least 80% of 3rd graders, 86% of 4th graders, and 83% of 5th graders achieving approaches grade level or higher on the STAAR Math assessment. By May 2026, 100% of students identified as a part of our "high focus group" on Domain 3 of state accountability will make at least one year's growth in math and reading according to i-Ready data, and those in grades 3-5 will exceed their growth measure on the STAAR math and reading assessment.	
Compass Point 2:	Exceptional Workplace Environment
By the end of the school year, W.S. Ryan Elementary aims for an average score of at least 4.5 on all items of the Q12 staff engagement survey. Additionally, the campus will target an average score of 4.5 or higher on all measures of the family engagement survey, reflecting a strong, supportive, and collaborative school community.	

Calhoun

Principal:
Jacqueline San Miguel



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By May 2026, Calhoun Middle School will ensure 100% of eligible HB 1416 students are served and that Denton ISD's written curriculum is fully implemented across all content areas. Implementation will be monitored at least twice per grading period using a standardized data collection tool to track instructional practices. Data will guide timely feedback, targeted professional learning, and instructional support, aiming for a 10% increase in student proficiency on campus-based assessments and STAAR in core subjects compared to 2025 results. In Reading Language Arts, the campus will increase the Approaches percentage to 73% in 6th grade, 69% in 7th grade, and 77% in 8th grade. In mathematics, student achievement will be strengthened by raising STAAR Approaches performance by 7% in 6th grade, 11% in 7th grade, and 10% in 8th grade, meeting district Tier 4 expectations across all grade levels. These efforts collectively aim to enhance academic growth and ensure all students are supported in achieving grade-level mastery.	
Compass Point 2:	Exceptional Workplace Environment
Calhoun Middle School will cultivate a positive and supportive culture that promotes the social, emotional, and academic well-being of both staff and students while fully complying with SB 12 requirements regarding parental rights and school programming. By May 2026, the campus will enhance first-year teacher effectiveness and retention through a comprehensive Teacher Academy program, which includes monthly professional learning sessions, weekly coaching check-ins, and peer observations. At least 90% of first-year teachers are expected to demonstrate growth of one or more proficiency levels on the TTESS rubric from their fall baseline to spring evaluation, and first-year teacher retention will improve by 15% compared to the previous year.	

Cheek

Principal:
Dr. Beth Kelly



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Cheek Middle School has set performance goals for students' STAAR test scores to align with and surpass district expectations for Tier 3 campuses. For math, the targets are to meet or exceed 71% in Grade 6, 51% in Grade 7, and 70% in Grade 8 at the Approaches level. The school also aims to surpass the district's minimum expectations in reading by 5% across Grades 6–8. This means that Cheek Middle is not just aiming to meet, but to go beyond the district benchmarks in reading performance. For Grade 8 science, the goal is to meet or exceed the district's established minimum expectation of 73% in Approaches. These goals reflect a commitment to improving student achievement across core subjects. By aiming to exceed minimum standards, Cheek Middle School demonstrates a proactive approach to academic progress. These benchmarks serve as both a performance measure and a motivational target for students and staff. The focus is clearly on raising achievement, especially in key testing areas like math, reading, and science.	
Compass Point 2:	Exceptional Workplace Environment
Cheek Middle School is dedicated to creating a safe, positive, and rewarding work environment for all staff. The school will promote engagement, recognition, and professional growth to support staff satisfaction and retention. This supportive culture aims to empower staff and contribute to overall school success.	
Compass Point 3:	Reciprocal Family & Community Partnership
Cheek Middle School will prioritize aligning campus programs with the needs of families and the community. This includes fostering strong partnerships and ensuring school initiatives are responsive and supportive. The goal is to strengthen engagement and promote student success through community collaboration.	

Crownover

Principal:
Lacey Hailey



CROWNOVER

MIDDLE SCHOOL

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

Crownover Middle School is committed to raising student achievement to meet or exceed district-defined minimum performance expectations on STAAR assessments. For 7th Grade Math, the campus aims to increase the percentage of students performing at the Approaches level from 54% to 65%. In 8th Grade Social Studies, the goal is to raise the Approaches percentage from 63% to 73%. These targets reflect the school's focus on strengthening academic outcomes in core content areas. In addition to subject-specific improvements, Crownover is working to close the achievement gap between the "all students" group and the "at-risk" student group. The school plans to reduce this gap across all assessments from 19% to 14%, ensuring more equitable academic progress for all learners.

Compass Point 2:

Exceptional Workplace Environment

Crownover Middle School aims to improve staff engagement by 5% as measured by campus and district engagement surveys. This initiative supports the development of a positive campus culture with high staff morale. By fostering a supportive and motivating environment, the school seeks to enhance job satisfaction and retention. Increased staff engagement is expected to positively impact both employee well-being and student success.

Harpool

Principal:
Dylan Taylor



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Harpool Middle School aims to strengthen student achievement and school culture by focusing on three key goals. In academics, 77% of 7th graders will perform at or above the Approaches level on the Math STAAR, while 86% of 8th graders will achieve at least Approaches on the Social Studies STAAR. Beyond academics, the campus will promote a positive school climate by increasing positive peer interactions by 10%.	
Compass Point 2:	Exceptional Workplace Environment
Harpool Middle School staff will work to increase feelings of being valued and appreciated by 10% from Q1 to Q3. To achieve this, the school will implement monthly staff and teacher recognition, with honorees nominated by their peers. A culture that celebrates employee contributions will be actively promoted, along with consistent opportunities for staff to recognize one another. These efforts aim to strengthen morale, build community, and create a more supportive work environment.	
Compass Point 3:	Reciprocal Family & Community Partnership
Harpool Middle School aims to boost community engagement by raising the Gallup Home Engagement "School Communications" score from 3.96 to 4.0. By May 2025, the school will implement strategies to increase parent participation in school activities. These efforts will foster open communication between administration and families, helping to build trust. Increased engagement will also help the community feel more connected and involved in the school's success.	

McMath

Principal:
Brett Moore



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

By the end of the 2025–2026 school year, McMath Middle School will raise student achievement across core subjects through focused instruction, targeted interventions, and ongoing progress monitoring. Seventh grade math performance will meet or exceed the Tier 4 district minimum expectation of 51% Approaches on the STAAR, while seventh grade RLA Approaches rates will increase from 65% to at least 69%, reflecting consistent growth across literacy skills. In addition, all students will demonstrate at least one year of academic growth, as measured by STAAR and the IXL Diagnostic, ensuring that each student is making meaningful progress toward grade-level mastery and future academic success.

Compass Point 2:

Exceptional Workplace Environment

By May 2026, McMath Middle School will enhance overall student engagement and foster positive student behaviors, as evidenced by a 10% decrease in discipline referrals and improved results on student surveys. The campus will also focus on increasing staff engagement by 10%, based on campus and district survey data, to promote a positive school culture and strengthen staff morale. Additionally, McMath will boost family and community engagement by 5%, ensuring that all stakeholders feel respected, valued, and included in the life of the school. These efforts will work together to create a supportive, collaborative, and thriving school environment for students, staff, and families alike.



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By the end of the 2025–2026 school year, Myers Middle School will increase student achievement in both Math and ELA. In Math STAAR, 6th–8th grade students will meet or exceed Tier 4 Approaches expectations, with targets of 64% for 6th grade, 51% for 7th grade, 68% for 8th grade, and maintaining 100% in Algebra I. In ELA, 6th–8th grade students will reach 73%, 69%, and 77% Approaches, respectively. All eligible HB1416 students will participate in academic intervention and accelerated learning opportunities, with at least 90% attending regularly. Additionally, student attendance will improve, with overall attendance rising by 2% and students with fewer than 10 absences increasing by 10%, supported by engagement initiatives, targeted interventions, and strong family communication.	
Compass Point 2:	Exceptional Workplace Environment
Myers Middle School is actively enhancing campus culture by fostering a safe, healthy, and positive social, emotional, and academic environment. Programs and events are designed to build collegiality and strengthen connections among students, staff, and families. Increased participation and survey results indicate that both students and staff feel more connected and supported, demonstrating measurable progress toward a collaborative and inclusive school community. By the end of the 2025–2026 school year, the campus aims to increase staff retention by 5% compared to 2024–2025, with at least 85% of staff reporting that they feel valued and supported. This will be achieved through recognition initiatives, consistent communication, and opportunities for teacher leadership. Additionally, all instructional staff will participate in at least two cross-curricular or grade-level collaboration sessions per semester, with a goal of 90% of teachers reporting improved professional collaboration and growth on mid-year and end-of-year surveys.	



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

By the end of the 2025–2026 school year, Navo Middle School will increase student achievement across core subjects, including Math, ELAR, Science, and Social Studies, as measured by STAAR assessments. In Math, students will meet or exceed district Approaches expectations at all grade levels, with specific goals for Meets and Masters performance, including 100% Approaches in Algebra I. In ELAR, 6th–8th grade students will achieve or surpass Tier 4 Approaches targets, with strong gains expected at the Meets and Masters levels.

For Social Studies and Science, 8th grade students will meet or exceed district Approaches expectations, with targeted increases in Meets and Masters performance. Additionally, Navo Middle School will implement weekly writing strategies, including Talk, Read, Talk, Write, WICOR strategies, sentence stems, and summarizing techniques, across all classrooms. These efforts aim to increase students' writing proficiency by 10%, as measured by district rubrics, STAAR constructed responses, and campus writing samples.

Navo Middle School will enhance students' college, career, military, and life readiness by providing intentional instruction, hands-on exploration opportunities, and skill-building experiences. These initiatives will promote goal setting, real-world awareness, and the development of essential academic and interpersonal skills, preparing students for success beyond middle school.

Compass Point 2:

Exceptional Workplace Environment

Navo Middle School will recruit and support highly effective staff, carefully considering candidate fit and providing targeted mentorship and professional development to foster high-quality instruction. Staff contributions will be recognized regularly, and the campus will build strong partnerships with families, community members, and local businesses to support student success. Additionally, targeted attendance initiatives and intervention strategies aim to increase the Average Daily Attendance (ADA) rate to at least 95.9% by the end of the 2025–2026 school year.

Rodriguez

Principal:
Carly Rogers



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By the end of the 2025–2026 school year, Rodriguez Middle School will increase student performance on STAAR assessments to meet Tier 4 minimum expectations. Seventh grade Math STAAR Approaches rates will rise from 25% to at least 51%, eighth grade Math from 61% to at least 68%, and eighth grade Social Studies from 52% to at least 54%. These targets will be achieved through focused instruction, targeted interventions, and data-driven support to ensure all students make measurable academic growth.	
Compass Point 2:	Exceptional Workplace Environment
Rodriguez Middle School will increase the percentage of staff who report always feeling valued from 31.2% in 2025 to 50% or higher in 2026. This will be achieved by expanding staff recognition efforts, amplifying staff voice in decision-making, and strengthening systems that build morale and foster a positive, supportive work environment.	
Compass Point 3:	Reciprocal Family & Community Partnership
By May 2026, Rodriguez Middle School will implement a formal feedback collection system for at least 75% of campus-based family events. This system will enhance two-way communication and ensure that school programming is responsive to the needs and priorities of families and the broader community.	
Compass Point 4:	Reciprocal Family & Community Partnership
By May 2026, Rodriguez Middle School will ensure that 100% of Title I and State Compensatory Education (SCE) funds are strategically allocated to address high-priority student learning needs. Fund usage will be monitored quarterly to assess both impact and compliance, ensuring resources effectively support student achievement and growth.	

Strickland

Principal:
Jaff Panter



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By the end of the 2025–2026 school year, Strickland Middle School will strengthen student performance in both math and reading through targeted instruction and intentional support. For Math STAAR, the combined Approaches rate for grades 6–8 will rise from the current 39–63% range to meet or exceed the district’s Tier 4 expectations of 51–68%. This growth will be achieved by focusing on closing learning gaps, providing effective interventions, and building strong foundational math skills. In Reading STAAR, Approaches performance will increase from 68% to 73% in grade 6, remain at or above 69% in grade 7 (current: 74%), and grow from 70% to 77% in grade 8. These gains will be supported by strategies that build comprehension, vocabulary, and critical thinking skills while ensuring consistency across grade levels. Together, these goals will help Strickland students demonstrate stronger academic growth and readiness for future success.	
Compass Point 2:	Exceptional Workplace Environment
Strickland Middle School will provide an engaging, safe, orderly, and well-maintained learning environment that fosters participation from all members of the school community in the ongoing development of a positive school culture. Progress toward this goal will be measured through staff, student, and parent surveys, with feedback intentionally used to guide continuous improvement and strengthen the overall school climate.	

Braswell

Principal:
DeCorian Hailey



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
During the 2025–2026 school year, Braswell High School will empower students to achieve success in Algebra 1 by meeting or exceeding the district’s Tier 3 minimum expectation of 73% Approaches, expand pathways for students to become college, career, military, and life-ready with a target CCMR rate of 75% by July 2026, and grow the AVID cohort by 5%, ensuring more students are equipped with the skills and support needed to thrive academically and beyond.	
Compass Point 2:	Exceptional Workplace Environment
At Braswell High School, by May 2026, we will enhance Tier I instructional practices by establishing and sustaining a consistent classroom rhythm that integrates high-yield instructional strategies to increase student engagement and improve learning outcomes.”	

Denton

Principal:
Joel Hays



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

Denton High School will focus on improving student performance in key EOC subjects during the 2025–2026 school year. English I and English II students are targeted to increase both their overall passing rates and "Meets" performance by 10%. Algebra I students are expected to raise their passing rate from 70% to 75%, reflecting a 9.3% increase, while sustaining the three-year growth trend in the "Meets" category, aiming for 42%.

The campus will continue implementing its professional development series to support faculty understanding of the IB Approaches to Learning. This series, initially developed and launched in 2023–2024, provides teachers with strategies to enhance instructional practices. Faculty will receive ongoing opportunities to refine their skills and integrate these approaches effectively into their classrooms.

Instructional leaders will monitor student progress throughout the year to ensure targeted improvements are on track. Data from assessments will guide adjustments to teaching practices and interventions as needed. These efforts collectively aim to strengthen academic outcomes and prepare students for success on future assessments.

Compass Point 2:

Exceptional Workplace Environment

Denton High School will continue monitoring and supporting its campus-based new teacher mentorship program to ensure effective onboarding and professional growth. The campus will research and develop site-based walkthrough forms and a classroom observation system to provide consistent feedback and enhance instructional practices. Additionally, DHS will focus on increasing staff engagement as measured by the Gallup Q12 Survey. Specifically, Engagement element Q4 ("In the last seven days, I have received recognition or praise for doing good work") is targeted to increase from 2.95 to 3.2, and Engagement element Q6 ("There is someone at work who encourages my development") is targeted to increase from 3.53 to 3.7. These efforts aim to strengthen teacher support, professional development, and overall workplace engagement.

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By June 2026, Guyer High School will meet or exceed district Tier 2 minimum expectations on STAAR EOC performance, targeting 81% Approaches in Algebra I, English I, and English II; 95% in Biology; and 98% in U.S. History. Through enhanced Tier 1 instruction, aligned curriculum and instruction, system-wide academic interventions, enrichment, and a robust progress monitoring and assessment system, students will perform in the top quartile of our comparable schools in Student Achievement, School Progress, and Closing the Gaps, as measured by TEA campus accountability ratings. Additionally, by implementing a systematic plan to increase academic readiness and engagement, Guyer High School will elevate its College, Career, and Military Readiness (CCMR) indicators to the top quartile among comparable schools and ensure increased student participation in school and community activities by June 2026.	
Compass Point 2:	Exceptional Workplace Environment
By June 2026, Guyer High School will leverage an effective Guiding Coalition to improve campus culture and climate by modeling a continuous improvement approach that ensures a positive working environment. As a result, we aim to see increased scores on our annual employee engagement surveys, particularly in the area measuring staff perceptions that they have opportunities to do what they do best every day. Additionally, Guyer High School will recruit and retain high-quality staff members who are equipped to support and meet the diverse needs of our student body.	

Ryan
Principal:
Vernon Reeves



2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

For the 2025–2026 school year, Ryan High School will focus on improving student performance in Algebra 1, English I, and English II, with the goal of increasing passing rates and overall mastery. Algebra 1 students will aim for 90% mastery each semester, exceeding the district Tier 4 minimum expectation of 72% on the EOC. In English I and English II, 75% of students will demonstrate reading and writing proficiency at or above grade level and meet or exceed the district Tier 4 EOC expectations of 61% and 72%, respectively. Additionally, graduates will aim to meet or exceed 70% College, Career, and Military Readiness (CCMR) by August 2026.

Instructional strategies will be data-driven, leveraging STAAR results, district benchmark assessments, and IXL diagnostics to establish baseline knowledge and identify student growth areas. Personalized learning paths will be created, with station-rotation instructional models in Algebra 1 providing targeted, flexible instruction. Students demonstrating mastery will advance to more rigorous content, while those requiring support will strengthen foundational skills. For English I and II, IXL Diagnostics and Newsela will be integrated into daily lessons, offering personalized skill-building, leveled reading materials, and writing activities. Teachers will monitor progress through regular assessments and adjust instruction accordingly, reassessing at BOY, MOY, and EOY to ensure measurable growth. The campus will follow HB4545/1416 guidelines, providing 15–30 hours of accelerated instruction for previously unsuccessful students in Algebra 1, English I, English II, Biology, and U.S. History. This includes supplementary courses, advice sessions, tutorials, night school, and Saturday school. Implementation will be monitored through classroom walkthroughs, PLC discussions, and engagement with the Guiding Coalition to ensure consistent instructional practices, integration of Newsela, and student growth in reading, writing, and math proficiency.

Collectively, these strategies are designed to strengthen Tier 1 instruction, support personalized learning, enhance literacy development, and ensure all students meet or exceed district EOC expectations while increasing readiness for college, career, and military pathways.

Ann Windle

Principal:
Chris Rangel



Windle

PANDAS

2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
Through the implementation of high-quality Tier 1 instruction, Windle School for Young Children aims to achieve a 5% increase in specific literacy report card competencies across content areas from May 2025 to May 2026. This growth will support the district's Pre-K academic goals, including 90% of Pre-K students being able to count up to 10 objects, 80% identifying a letter, word, or punctuation mark in a text, and 75% producing 20 or more letter sounds. These initiatives focus on building foundational literacy and numeracy skills to ensure early academic success.	
Compass Point 3:	Reciprocal Family & Community Partnership
In alignment with the campus behavioral framework, Windle School for Young Children will increase parent involvement during the 2025–2026 school year through targeted parent education and communication efforts. This approach aims to strengthen consistency between home and school environments. Implementation will be measured by a 5% increase in Seesaw engagement, a 5% increase in parent attendance at educational classes, and a 10% decrease in MTSS meetings for Tier 2 or 3 behavioral interventions from May 2025 to May 2026. These efforts will support positive student behavior and foster stronger family-school partnerships.	

Davis

Principal:

Chukwumeziri Orabuchi



DAVIS

SCHOOL

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

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

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

Implement SERVE CLUB and additional counseling sessions to meet the behavioral needs of the individual students.

Compass Point 2:

Exceptional Workplace Environment

Through targeted professional development, campus wide collaboration, and leadership opportunities we strive to intentionally promote growth and improvement for all staff members.

Specifically, to increase current employee engagement mean of the Gallup Q12 measure. The specific areas of focus are Q09 "My associates or fellow employees are committed to doing quality work. " of 3.85 to at or above 3.93 and Q7 "In the last six months, someone at work has talked to me about my progress" of 3.58 to at or above 3.75.

Through targeted processes, intentionally create systems to positively impact perceptions of coworkers performance and provide feedback on individual/campus progress.

Specifically, to increase current engagement mean of Q00. Progress from 3.90 to at or above 4.00.

Fred Moore

Principal:
Toby Thomason



FRED MOORE
HIGH SCHOOL

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

For the 2025–2026 school year, Fred Moore High School will focus on improving student performance and attendance. The passing rate for students retaking EOC exams will increase to at least 65%, ensuring more students successfully meet graduation requirements. Attendance will also be a priority, with the goal of raising the end-of-year Average Daily Attendance (ADA) from 88.5% in 2024–2025 to a minimum of 92%. These efforts will be supported by targeted instructional interventions, progress monitoring, and student engagement strategies. Together, these actions aim to improve both academic achievement and consistent student participation in learning.

La Grone

Principal:
Marcus Bourland



LAGRONE

— A C A D E M Y —

2025-26 Priority Performance Objectives

Compass Point 1:

Excellence in Student Outcomes

For the 2025–2026 school year, LaGrone Academy will increase the percentage of students who are College, Career, or Military Ready from approximately 81% to 90% or higher, grow part-time and full-time enrollment by 10%, and implement targeted academic supports and interventions to address incoming students' learning gaps, with the goal of achieving 100% success on EOC re-test assessments

Compass Point 3:

Reciprocal Family & Community Partnership

LaGrone Academy will strengthen family and community engagement by establishing a structured and active parent organization, expanding industry and community partnerships to provide internships, mentorships, and work-based learning aligned to student career pathways, and implementing strategies and incentives that increase parent participation in supporting student study habits, attendance, and certification completion, ultimately reinforcing academic, behavioral, and attendance growth for all students.”

Sparks

Principal:

Paul Martinez



2025-26 Priority Performance Objectives

Compass Point 1:	Excellence in Student Outcomes
By the end of each grading period, Sparks Elementary will ensure that 90% of students enrolled for at least 50% of the grading period demonstrate Tier 1 performance on the DMTS Universal Monitoring System. This ongoing monitoring will support early identification of student needs, guide instructional decisions, and provide interventions as needed to maintain academic success throughout the school year.	
Compass Point 2:	Exceptional Workplace Environment
Support and recognition for teachers will be strengthened in order to encourage the delivery of meaningful, engaging lessons that promote student participation and deeper understanding. The principal will address attendance concerns early by meeting with students who refuse to attend class and discussing potential outcomes and consequences of truancy to ensure consistent engagement in learning.	