Denton Independent School District

Ryan High School

2023-2024 Improvement Plan

Mission Statement

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

Vision

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

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Needs Assessment Overview Summary

See addendum RHS Closing the Gaps.

Demographics

Demographics Summary

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

The diversity of the campus includes the following: 2194 enrollment. Of that number, 61% are Economically Disadvantaged. 45.5% of those students are At-Risk. The makeup of the campus includes 22% African-American, 45% Hispanic, 28.8% White, 0.68% American Indian, 1.78% Asian, 0.18% Pacific Islander, and 3% Two or More Races.

Staff at RHS is comprised of 57.3% with Bachelor's degrees. 39.7 with Master's degrees, and 1.3% with Doctoral degrees. Experience make-up is as follows: 1st year: 5.0%, 1-5 years: 14.0%, 6-10 years: 24.3%, 11-20 years: 33.8%, over 20 years: 24.3%. The average years of experience for RHS staff is 13 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus embrace attention to many areas of the academic, social-emotional, and overall growth of the student. The staff at RHS recognizes that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus is a critical component of the RHS team. The RHS counseling team will use psychoeducational groups to increase understanding and coping skills

among students. Groups will be led by members of the counseling team with a focus on the social-emotional development and regulation of our students and engaging in positive alternative activities to promote behavior, health, and wellness.

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2023-2024 school year will bring unique and challenging opportunities that the staff will embrace with enthusiastic energy. As has been the case in previous years, the academic progress of RHS consists of planning to address numerous focus areas. As the campus is accustomed to each year, a review of academic standards from the previous year's assessment tools is utilized. Due to the varied learning formats that were implemented to start the 2020-2021 school year, normal learning expectations were altered as we continue to address the learning gaps that occurred due to COVID. Therefore, when reviewing the previous year's assessment data, the campus is using a combination of state assessment data and individual teacher accumulated records.

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

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains on the ability to show improvement in the areas of writing both expository essays as well as persuasive essays. Writing and paragraph development remain a target for students of RHS. Attention to the details of the well-

developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

RHS will follow HB4545 and HB1416 guidelines to address the day-to-day instruction in the areas of English Language Art, Biology, Algebra, and US History. The use of a designed curriculum to meet the needs of 15-30 hours of accelerated study in all areas of EOC assessments for all students who have not been previously successful. This requirement will be met through the use of IXL, SIRIUS, tutorials, classroom one on one strategies, and opportunities to attend Saturday school.

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

Student Learning Strengths

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

Regarding Algebra 1 and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Desmos and SIRIUS, as well as various other skill-building practice materials, are used daily. Implementing Strategic Learning HS Math using the Agile Mind program into the

master schedule is another intervention tool used to help close the gaps of our Algebra 1 learners. RHS Algebra 1 teachers will implement the Blended Learning/Station Rotation model as well as meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill-building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): With the number of students being served, scheduling time is a variable between the framework of the master schedule and other academic classes, creating a challenge to get every student access. **Root Cause:** The number of students requiring accommodations equals various methods of interventions that must be used to accommodate the needs of all students.

School Processes & Programs

School Processes & Programs Summary

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

Over 20 years of experience: 23.3%

11-20 year experience: 33.4%

6-10 years experience: 24.3%

1-5 years: 14.0%

1st year: 5%.

The average years of experience for Ryan High School is currently 12.9 years. The daily absentee rate for the campus last year was 7%.

The teacher turnover rate for 2023-2024 year was 10.8%. With new student enrollment totaling 167.

School Processes & Programs Strengths

Ryan High School continues to utilize its ability to find the strengths of its staff to best fit the needs of its student body. The added support for the Emergent Bilingual learning population continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the EB population is at an all-time high for the campus. Core areas have consistent ESL-certified and content-area-certified teachers

across all curricula. Programming has allowed for the ability to utilize the EB team to work collaboratively with teachers developing professional development that in turn produces strategies that have been effective in the past year's growth. Increased parent involvement has also been a priority. EB Interventionist has continued to mold many aspects of the job, has influenced the position across the district, and made RHS one of the innovators in high school EB programming.

In addition to the District establishing a Mentor program for new teachers, Ryan High School will support the new growth of teachers new to the profession and/or new to the campus by continuing a mentor action plan that will allow for collaboration on solutions to questions and concerns that have and will occur during daily operations of the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high-quality educators, while at the same time remaining innovative and creative with a high at-risk student population. **Root Cause:** The effect of the Pandemic and school closure put increasingly difficult demands on all teachers. Teachers continue to close the gaps created by the loss of face-to-face time during the 19-20 and 20-21 school years.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

concerns. Additionally, the school is a very welcoming and trusting environment. This is a long-standing tradition and strength of the school and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population

Root Cause 1: Various social, emotional, academic, and other academic needs associated with the school population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: With the number of students being served, scheduling time is a variable between the framework of the master schedule and other academic classes, creating a challenge to get every student access.

Root Cause 2: The number of students requiring accommodations equals various methods of interventions that must be used to accommodate the needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high-quality educators, while at the same time remaining innovative and creative with a high at-risk student population.

Root Cause 3: The effect of the Pandemic and school closure put increasingly difficult demands on all teachers. Teachers continue to close the gaps created by the loss of face-to-face time during the 19-20 and 20-21 school years.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. Raider Media will capture students and staff's small successes.

Root Cause 4: Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices
- Action research results
- Other additional data

Guiding Outcomes

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

Performance Objective 1: Increase the passing rate for each semester for Algebra 1 students for the 2023-2024 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th-grade students. Continue work on improved EOC ratings for students in both English 1 and English 2. The goal of above 75% passing rate for EOC 9th and 10th-grade state assessment.

HB3 Guiding Outcome

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas. **Strategy's Expected Result/Impact:** Gradual improvement in skill sets in both Algebra 1 as well as English 1 and English 2 writing and reading performances. **Staff Responsible for Monitoring:** ELA and Math teachers, counseling team, campus administration, and district level supervisors. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Follow HB4545 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet with a minimum of 15-30 hours of accelerated study in all areas of EOC assessments for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1, English 1, and English 2 in addition to the use of SIRIUS, IXL, tutorials, night school, and Saturday school. Algebra 1 will implement the station-to-station rotation model to provide individualized feedback. **Strategy's Expected Result/Impact:** Close achievement gaps and prepare students to pass the EOC's. **Staff Responsible for Monitoring:** Admin, teachers, counselors **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - State Compensatory Education (SCE) - $7,000			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 2: . Culture & Climate

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

Performance Objective 1: 100% of Ryan High School's community will feel connected by May 2024.

HB3 Guiding Outcome

Evaluation Data Sources: Engagement survey

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

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: In addition to the District Mentor program, RHS will provide a campus-based mentor program for first-year teachers and/or teachers new to the campus to collaborate on solutions to questions and concerns that have and will occur in the daily operation of the school day. **Strategy's Expected Result/Impact:** Meet once a month to inform and review the navigation of the day-to-day school business. Discuss the Ryan foundation, grading policy, 504, ARDs, accommodations, discipline referrals, strategies and importance of parent contact, the importance of tutorials, and technology answers. **Staff Responsible for Monitoring:** Administration, Department Chairs, RHS Mentor Liaison (Trey Spalding) **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Celebrate the growth of productive adult conversations taking place in department PLCs about what our students are learning. Guiding Coalition will capture learning in the classroom so all stakeholders are able to contribute to conversations regarding what our students are learning. Products of the learning environment will be recognized on the campus website and on social media outlets. Raider Media will also celebrate student and staff small successes at the end of each month with the Ryan Raider Rundown Broadcast. **Strategy's Expected Result/Impact:** Improved department collaboration. Boost relationships with all stakeholders regarding student learning **Staff Responsible for Monitoring:** Administration, RHS Department Chairs. Guiding Coalition, Sarah Schreiner (Media Instructor)			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: 100% of teachers, administrators, counselors, staff, and students will be trained on school safety, safety protocols, and communication procedures used at RHS.

Evaluation Data Sources: Sign-in sheets, agendas, completions of safe school training, safety drill audit form.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Safety and security remain a top priority at RHS. The use of campus resources allowed the continued use of two additional full-time security liaisons **Strategy's Expected Result/Impact:** Additional support to assist the administration in monitoring the transition of students during passing periods, lunch surveillance, and building access before, during, and after school. The use of InterQuest dog, consistent use of the metal detector, and Viacom sensors installed in high-traffic areas. **Staff Responsible for Monitoring:** Administration and Student Resource Officers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Safety and security remain a top priority at RHS. Campus resources allowed for the purchase of the "HERO" Behavior Management App. **Strategy's Expected Result/Impact:** The HERO app allows the administration and the Task Force to monitor and document student behavior both positive and negative. Parents receive real-time communication through email. **Staff Responsible for Monitoring:** Administration, Task Force.			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 3: Opportunities for Students

In pursuit of excellence, we will:

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

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

HB3 Guiding Outcome

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The performance of graduates who meet the criteria for CCMR will increase from 75% to 80% by August 2024.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: All Seniors will complete the Senior Survey indicating their post-secondary goals. **Strategy's Expected Result/Impact:** Survey results will reveal individual CCMR pathways. Allowing the counseling team to ensure all students have access to appropriate resources. **Staff Responsible for Monitoring:** CCMR committee and counselors.			

 No Progress Accomplished Continue/Modify Discontinue

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	2	Follow HB4545 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet with a minimum of 15-30 hours of accelerated study in all areas of EOC assessments for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1, English 1, and English 2 in addition to the use of SIRIUS, IXL, tutorials, night school, and Saturday school. Algebra 1 will implement the station-to-station rotation model to provide individualized feedback.
2	1	2	In addition to the District Mentor program, RHS will provide a campus-based mentor program for first-year teachers and/or teachers new to the campus to collaborate on solutions to questions and concerns that have and will occur in the daily operation of the school day.
3	1	2	Student Assistant Counselor is working to close e the social-emotional learning gaps of our students and engage in positive alternative activities to promote behavior, health, and wellness.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	2	Follow HB4545 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet with a minimum of 15-30 hours of accelerated study in all areas of EOC assessments for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1, English 1, and English 2 in addition to the use of SIRIUS, IXL, tutorials, night school, and Saturday school. Algebra 1 will implement the station-to-station rotation model to provide individualized feedback.

State Compensatory

Budget for Ryan High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 75
Brief Description of SCE Services and/or Programs

Personnel for Ryan High School

Name	Position	FTE
Ruby Kovoor	Academic Liaison	NaN

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$7,000.00
				Sub-Total	$7,000.00

Addendums

Texas Education Agency

2022 Closing the Gaps

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	8	20	40%	50%	20.0
Graduation Status	7	7	100%	10%	10.0
ELP Status	0	1	0%	10%	0.0
School Quality Status	9	9	100%	30%	30.0
Closing the Gaps Score					**60**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**		**No**			**Yes**	**Yes**	**No**	**Yes**	**Yes**	**No**		
% at Meets GL Standard or Above	46%	36%	39%	65%	61%	56%	60%	*	38%	32%	14%	39%	48%	40%		
# at Meets GL Standard or Above	692	115	278	267	11	18	**	*	382	154	34	12	523	169		
Total Tests (Adjusted)	1,509	323	718	411	18	32	**	*	1,007	479	242	31	1,084	425		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**	**No**	**No**	**No**					**No**	**No**	**No**		**No**	**No**		
% at Meets GL Standard or Above	30%	26%	26%	39%	17%	50%	*	-	23%	23%	14%	12%	30%	30%		
# at Meets GL Standard or Above	201	41	80	71	**	8	*	-	106	44	16	2	135	66		
Total Tests (Adjusted)	665	157	303	181	**	16	*	-	452	189	113	17	447	218		
Total Indicators															**8**	**20**
Growth Status																
ELA/Reading Target	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**		
Target Met	**Yes**	**No**	**Yes**	**Yes**					**Yes**	**Yes**	**No**		**Yes**	**No**		
Academic Growth Score	69%	61%	68%	74%	100%	71%	*	-	69%	70%	58%	91%	70%	66%		
Growth Points	342.5	56.0	156.0	112.0	**	10.0	*	-	207.5	89.0	35.5	10.0	272.5	70.0		
Total Tests	495	92	228	152	**	14	*	-	299	128	61	11	389	106		
Mathematics Target	**71%**	**67%**	**69%**	**74%**	**71%**	**86%**	**74%**	**73%**	**68%**	**68%**	**61%**	**70%**	**71%**	**70%**		
Target Met	**No**	**No**	**No**	**No**					**No**	**No**	**No**		**No**	**No**		
Academic Growth Score	50%	48%	48%	54%	*	*	-	-	47%	47%	27%	54%	50%	50%		
Growth Points	172.0	40.0	77.5	52.0	*	*	-	-	117.0	56.5	17.0	7.0	120.5	51.5		
Total Tests	347	83	161	97	*	*	-	-	249	119	62	13	243	104		
Total Indicators															**6**	**18**

Texas Education Agency

2022 Closing the Gaps

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**	**n/a**		
Target Met	**Yes (1)**	**Yes (1)**	**Yes (1)**	**Yes (1)**					**Yes (1)**	**Yes (1)**	**Yes (1)**					
2020 % Graduated	98.2%	95.7%	98.9%	98.7%	-	-	-	-	96.9%	98.5%	91.1%					
2021 % Graduated	98.4%	98.8%	97.1%	99.5%	100.0%	100.0%	*	*	97.5%	97.3%	94.1%					
2021 # Graduated	495	84	200	190	5	11	*	*	277	73	64					
2021 Total in Class	503	85	206	191	5	11	*	*	284	75	68					
Total Indicators															**7**	**7**
English Language Proficiency Status																
Target										**36%**						
Target Met										**No**						
TELPAS Progress Rate										35%						
TELPAS Progress										142						
TELPAS Total										403						
Total Indicators															**0**	**1**
Student Success Status																
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**	**45**		
Target Met	**No**	**Yes**	**No**	**No**	**Yes**	**No**			**No**	**No**	**No**	**Yes**	**No**	**No**		
STAAR Component Score	43	37	37	57	47	53	45	*	36	31	19	43	44	39		
% at Approaches GL Standard or Above	70%	65%	65%	83%	76%	76%	67%	*	64%	58%	34%	84%	72%	65%		
% at Meets GL Standard or Above	45%	36%	38%	63%	58%	58%	56%	*	36%	30%	16%	37%	47%	40%		
% at Masters GL Standard	13%	10%	8%	24%	8%	25%	11%	*	9%	6%	6%	8%	14%	12%		
Total Tests	3,446	770	1,601	953	38	72	**	*	2,288	1,026	541	76	2,451	995		
Total Indicators															**3**	**12**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**					**Yes**	**Yes**	**Yes**		**Yes**	**Yes**		
% Students Meeting CCMR	57%	42%	52%	69%	60%	80%	*	*	50%	55%	81%	*	61%	34%		
# Students Meeting CCMR	284	36	107	129	3	8	*	*	142	51	58	*	257	27		
Total Students	499	86	205	188	5	10	*	*	282	92	72	*	419	80		
Total Indicators															**9**	**9**
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	93%	94%	94%	92%	93%	90%	*	*	92%	95%	90%	89%	94%	92%		

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
# Participants	1,377	271	692	368	13	28	*	*	898	506	190	31	1,010	367		
Total Tests	1,475	287	737	400	14	31	*	*	975	532	211	35	1,075	400		
Mathematics																
% Participation	91%	93%	90%	92%	83%	92%	*	*	89%	93%	88%	100%	92%	88%		
# Participants	516	103	242	152	5	11	*	*	347	163	79	13	364	152		
Total Tests	567	111	268	166	6	12	*	*	388	175	90	13	394	173		
Participation 2021-22																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	98%	97%	99%	98%	100%	98%	100%	*	98%	99%	98%	97%	98%	98%		
# Participants	1,684	342	847	430	19	39	**	*	1,150	606	266	36	1,180	504		
Total Tests	1,714	352	858	437	19	40	**	*	1,174	613	272	37	1,198	516		
Mathematics																
% Participation	99%	99%	100%	99%	100%	100%	*	-	99%	100%	100%	100%	100%	99%		
# Participants	712	168	331	188	**	16	*	-	490	205	121	19	463	249		
Total Tests	716	170	332	189	**	16	*	-	494	206	121	19	465	251		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

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

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

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

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

\- Indicates there are no students in the group.

Texas Education Agency

2022 Accountability Ratings Overall Summary

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**81**	**B**
Student Achievement		**83**	**B**
STAAR Performance	43	72	
College, Career and Military Readiness	58	88	
Graduation Rate	99.3	95	
School Progress		**82**	**B**
Academic Growth	61	68	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 61.9%)	51	82	B
Closing the Gaps	**60**	**77**	**C**

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

✗ **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✓ **Comparative Closing the Gaps**

Texas Education Agency

2022 STAAR Performance

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,509	665	758	514	3,446	
Approaches GL or Above	972	428	567	447	2,414	70%
Meets GL or Above	692	201	326	330	1,549	45%
Masters GL	111	64	104	186	465	13%
Total Percentage Points						128%
Component Score						**43**

Texas Education Agency

2022 STAAR Performance

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	70%	65%	65%	83%	76%	76%	67%	*	64%	52%	58%	34%	84%	72%	65%
At Meets GL Standard or Above	45%	36%	38%	63%	58%	58%	56%	*	36%	22%	30%	16%	37%	47%	40%
At Masters GL Standard	13%	10%	8%	24%	8%	25%	11%	*	9%	3%	6%	6%	8%	14%	12%
Number of Tests															
At Approaches GL Standard or Above	2,414	497	1,035	790	29	55	**	*	1,459	467	599	184	64	1,769	645
At Meets GL Standard or Above	1,549	280	604	596	22	42	**	*	826	200	309	86	28	1,153	396
At Masters GL Standard	465	80	135	228	3	18	**	*	201	30	57	32	6	343	122
Total Tests	3,446	770	1,601	953	38	72	**	*	2,288	890	1,026	541	76	2,451	995
Participation															
% participation 2020-21	92%	93%	93%	91%	91%	90%	100%	57%	91%	94%	94%	90%	93%	93%	89%
% participation 2021-22	99%	98%	99%	99%	98%	99%	100%	*	98%	99%	99%	99%	98%	99%	98%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	64%	58%	59%	79%	72%	72%	60%	*	58%	46%	53%	25%	77%	67%	59%
At Meets GL Standard or Above	46%	36%	39%	65%	61%	56%	60%	*	38%	24%	32%	14%	39%	48%	40%
At Masters GL Standard	7%	3%	3%	17%	6%	19%	20%	*	4%	1%	2%	4%	3%	8%	5%
Number of Tests															
At Approaches GL Standard or Above	972	186	423	323	13	23	**	*	580	191	254	60	24	722	250
At Meets GL Standard or Above	692	115	278	267	11	18	**	*	382	100	154	34	12	523	169
At Masters GL Standard	111	11	23	69	1	6	**	*	37	3	10	10	1	89	22
Total Tests	1,509	323	718	411	18	32	**	*	1,007	413	479	242	31	1,084	425
Participation															
% participation 2020-21	93%	94%	94%	92%	93%	90%	*	*	92%	95%	95%	90%	89%	94%	92%
% participation 2021-22	98%	97%	99%	98%	100%	98%	100%	*	98%	99%	99%	98%	97%	98%	98%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	64%	61%	59%	76%	67%	63%	*	-	58%	49%	54%	35%	82%	66%	61%
At Meets GL Standard or Above	30%	26%	26%	39%	17%	50%	*	-	23%	18%	23%	14%	12%	30%	30%
At Masters GL Standard	10%	10%	10%	9%	0%	13%	*	-	8%	6%	8%	9%	6%	7%	15%
Number of Tests															
At Approaches GL Standard or Above	428	95	180	138	**	10	*	-	263	82	103	39	14	294	134
At Meets GL Standard or Above	201	41	80	71	**	8	*	-	106	31	44	16	2	135	66
At Masters GL Standard	64	15	30	17	**	2	*	-	36	10	16	10	1	32	32

Texas Education Agency

2022 STAAR Performance

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Total Tests	665	157	303	181	**	16	*	-	452	168	189	113	17	447	218
Participation															
% participation 2020-21	91%	93%	90%	92%	83%	92%	*	*	89%	93%	93%	88%	100%	92%	88%
% participation 2021-22	99%	99%	100%	99%	100%	100%	*	-	99%	99%	100%	100%	100%	100%	99%
Science															
Percent of Tests															
At Approaches GL Standard or Above	75%	69%	69%	88%	78%	83%	*	-	70%	58%	65%	43%	89%	77%	70%
At Meets GL Standard or Above	43%	32%	34%	65%	67%	58%	*	-	33%	20%	32%	19%	32%	44%	40%
At Masters GL Standard	14%	9%	9%	26%	0%	33%	*	-	9%	4%	8%	7%	0%	15%	12%
Number of Tests															
At Approaches GL Standard or Above	567	118	250	181	**	10	*	-	359	118	160	53	17	407	160
At Meets GL Standard or Above	326	55	123	134	**	7	*	-	171	41	78	23	6	235	91
At Masters GL Standard	104	15	32	53	**	4	*	-	47	9	19	9	0	77	27
Total Tests	758	170	360	206	**	12	*	-	516	204	247	123	19	529	229
Participation															
% participation 2020-21	92%	93%	92%	91%	88%	94%	*	*	90%	94%	94%	88%	94%	93%	87%
% participation 2021-22	99%	98%	99%	99%	100%	100%	*	-	99%	99%	99%	100%	100%	99%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	87%	82%	83%	95%	100%	100%	*	*	82%	72%	74%	51%	100%	88%	82%
At Meets GL Standard or Above	64%	58%	56%	80%	80%	75%	*	*	53%	27%	30%	21%	89%	66%	57%
At Masters GL Standard	36%	33%	23%	57%	40%	50%	*	*	26%	8%	11%	5%	44%	37%	33%
Number of Tests															
At Approaches GL Standard or Above	447	98	182	148	5	12	*	*	257	76	82	32	9	346	101
At Meets GL Standard or Above	330	69	123	124	4	9	*	*	167	28	33	13	8	260	70
At Masters GL Standard	186	39	50	89	2	6	*	*	81	8	12	3	4	145	41
Total Tests	514	120	220	155	5	12	*	*	313	105	111	63	9	391	123
Participation															
% participation 2020-21	91%	89%	93%	91%	100%	86%	*	-	89%	93%	93%	94%	100%	93%	86%
% participation 2021-22	98%	98%	98%	98%	83%	100%	*	*	98%	97%	97%	97%	90%	98%	98%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency

2022 College, Career, and Military Readiness

RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	493	
Total credit for CCMR criteria	284	58%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	135	27%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	225	46%
Met TSI assessment criteria	30	6%
Met ACT criteria	9	2%
Met SAT criteria	206	42%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	147	30%
Met TSI assessment criteria	25	5%
Met ACT criteria	9	2%
Met SAT criteria	122	25%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	51	10%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	69	14%
Industry-Based Certifications		
Earned an industry-based certification from approved list	128	26%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	2	0%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	41	8%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	18	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

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

Texas Education Agency
2022 Graduation Rate
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	99.2%	98.8%	98.5%	100.0%	100.0%	100.0%	*	*	98.6%	98.6%	98.5%
# Graduated	495	84	200	190	5	11	*	*	277	73	64
Total in Class	499	85	203	190	5	11	*	*	281	74	65
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	99.1%	98.9%	98.9%	99.4%	*	100.0%	*	100.0%	98.4%	98.5%	100.0%
# Graduated	445	90	181	153	*	9	*	6	247	65	42
Total in Class	449	91	183	154	*	9	*	6	251	66	42
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.3%	98.7%	100.0%	98.8%	100.0%	100.0%	-	-	98.8%	100.0%	100.0%
# Graduated	439	75	177	169	6	12	-	-	237	63	37
Total in Class	442	76	177	171	6	12	-	-	240	63	37
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.1%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.3%
% Dropped Out - Conversion	99.0%										
# Dropped Out	2	0	0	2	0	0	0	0	1	0	1
# of Students	2,339	443	1,003	772	22	50	7	42	1,415	431	324

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

\- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Billy Ryan High School

5101 E, McKinney, Denton, Texas 76208 (940) 369-3000

Dear Parents/Guardians:

Welcome! Thank you for the opportunity to serve your family for the 2022-2023 school year. Our teachers returned to campus this week and are hard at work prepping classrooms and collaboration spaces for learning. We are excited to see students return on Aug. 11 and wanted to share details with you in advance of our first day together.

It has been an unseasonably hot summer, please know that to keep students safe from potentially harmful weather, administrators and nurses at Denton ISD have guidelines for excessive heat/cold weather that may affect outdoor student activities. We have the option to cancel or limit outdoor recess/activities for any situation that may be unsafe.

Please encourage your child to stay hydrated and even bring a refillable water bottle to school. We have several water fountains/bottle filling stations on campus. And don't forget to visit with our school's nurse if you have questions or concerns about your student or activities.

During the summer months, the district's five partnering law enforcement agencies including the Corinth Police Department, Denton County Sheriff's Office, Denton Police Department, Little Elm Police Department, Oak Point Police Department hosted officer training/drills on Denton ISD campuses. By conducting the drills during school closure, officers worked to become familiar with the facilities as well as practice clear and consistent communication, should the need arise.

All Denton ISD campuses, including ours, conduct safety drills of all types to routinely affirm safety protocols as well as establish a clear chain of command. Students and staff practice drills regularly and document their procedures to ensure best practices are in place. Audits of safety procedures are conducted and are on file with the Texas Education Agency, including the recent inspection of locks on exterior doors.

Our district maintains an anonymous reporting system that is monitored 24 hours a day. Any student, staff or community member may report an incident of bullying, discrimination, drug or alcohol-related issue, potential threat/violence or cyber abuse by text, image or video through our system. More information is available via www.dentonisd.org/stopit

For the past two years, the U.S. Congress authorized funds that allowed schools to serve free meals for all students. Those funds are no longer available for this year. As a result, the district must return to charging for school meals and offering free and reduced-price meals based on student eligibility. Please visit www.dentonisd.org/childnutrition for more information.

Again, we are excited about starting a new school year together. Know that we value our partnership and the trust you place in us. We look forward to working with you to meet the educational needs of your child by making this a great year together!

Sincerely,

Vernon Reeves, Principal

Ryan High School

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

All Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	526	99
Students Not Tested		
Absent	8	1
Other	0	0
Total Documents Submitted	534	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Points Possible									
												13		13		14		12		7	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		526	3728	190	36	336	64	131	25	48	9	5.4	42	6.0	46	5.7	41	5.4	45	2.6	37
Male		274	3693	111	41	163	59	57	21	26	9	5.2	40	5.8	45	5.4	39	5.1	43	2.6	37
Female		252	3767	79	31	173	69	74	29	22	9	5.6	43	6.2	48	6.0	43	5.7	47	2.6	37
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		259	3709	102	39	157	61	63	24	24	9	5.4	42	5.9	45	5.6	40	5.3	44	2.5	36
American Indian or Alaska Native		7	3388	6	86	1	14	0	0	0	0	3.9	30	3.9	30	3.4	24	3.0	25	2.3	33
Asian		9	3929	1	11	8	89	5	56	1	11	6.0	46	7.6	58	7.0	50	6.7	56	2.9	41
Black or African American		136	3692	54	40	82	60	28	21	12	9	5.3	41	5.8	45	5.3	38	5.3	44	2.4	35
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		113	3825	26	23	87	77	34	30	11	10	5.7	44	6.6	51	6.3	45	5.8	49	2.8	40
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	362	3673	150	41	212	59	68	19	28	8	5.3	40	5.7	44	5.3	38	5.0	42	2.4	34
	No	163	3856	39	24	124	76	63	39	20	12	5.8	45	6.7	52	6.5	46	6.2	52	2.9	42
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	9	3637	2	22	7	78	0	0	0	0	5.6	43	5.8	44	4.2	30	4.6	38	2.2	32
	Nonparticipants	516	3731	187	36	329	64	131	25	48	9	5.4	42	6.0	46	5.7	41	5.4	45	2.6	37
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	508	3737	180	35	328	65	129	25	48	9	5.5	42	6.1	47	5.7	41	5.4	45	2.6	37
	No Information Provided	18	3493	10	56	8	44	2	11	0	0	4.7	36	4.3	33	4.8	34	3.8	31	1.6	22
Identified as Emergent Bilingual/English Learner		158	3651	74	47	84	53	27	17	10	6	5.2	40	5.6	43	5.1	36	4.8	40	2.4	34
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		10	3942	1	10	9	90	4	40	1	10	6.6	51	6.6	51	7.3	52	7.3	61	2.6	37
Monitored 4th Year, reclassified from EB/EL		6	4322	0	0	6	100	5	83	2	33	8.0	62	8.2	63	9.8	70	8.8	74	4.2	60
Former EB/EL (Post Monitoring)		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		346	3754	112	32	234	68	94	27	34	10	5.5	42	6.2	48	5.8	42	5.5	46	2.6	38
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	524	3731	188	36	336	64	131	25	48	9	5.4	42	6.0	46	5.7	41	5.4	45	2.6	37
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	114	3640	56	49	58	51	18	16	8	7	5.1	39	5.5	42	5.0	36	4.8	40	2.3	33
	Nonparticipants	410	3756	132	32	278	68	113	28	40	10	5.5	43	6.2	47	5.9	42	5.5	46	2.6	38
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	88	3449	53	60	35	40	5	6	0	0	4.5	34	4.6	35	3.9	28	3.4	29	2.0	28
	No	426	3789	133	31	293	69	124	29	48	11	5.6	43	6.3	49	6.1	43	5.8	48	2.7	39
	No Information Provided	12	3637	4	33	8	67	2	17	0	0	5.4	42	5.0	38	5.5	39	4.7	39	1.9	27
Section 504	*Yes*	99	3743	35	35	64	65	21	21	10	10	5.4	41	6.2	47	5.6	40	5.6	47	2.6	37
	No	415	3730	150	36	265	64	108	26	38	9	5.5	42	6.0	46	5.7	41	5.3	45	2.6	37
	No Information Provided	12	3565	5	42	7	58	2	17	0	0	5.2	40	4.7	36	5.0	36	4.3	36	1.7	24
Gifted/Talented	*Participants*	17	4043	2	12	15	88	8	47	4	24	6.7	52	7.4	57	7.6	54	6.9	58	3.8	55
	Nonparticipants	494	3723	181	37	313	63	121	24	44	9	5.4	41	6.0	46	5.6	40	5.4	45	2.6	37
	No Information Provided	15	3552	7	47	8	53	2	13	0	0	5.1	39	4.7	36	5.0	36	4.1	34	1.5	22
At-Risk	*Yes*	265	3606	131	49	134	51	35	13	14	5	5.0	38	5.3	41	4.8	34	4.6	38	2.2	32
	No	255	3860	56	22	199	78	95	37	34	13	5.9	45	6.8	52	6.6	47	6.2	52	2.9	42
	No Information Provided	6	3570	3	50	3	50	1	17	0	0	6.0	46	4.5	35	5.0	36	4.5	38	1.2	17

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	401	99
Students Not Tested		
Absent	4	1
Other	0	0
Total Documents Submitted	405	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Points Possible									
												13		13		14		12		7	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		401	3814	105	26	296	74	128	32	47	12	5.8	45	6.5	50	6.2	44	5.9	50	2.8	40
Male		210	3765	68	32	142	68	54	26	25	12	5.5	43	6.2	48	5.9	42	5.6	46	2.7	39
Female		191	3868	37	19	154	81	74	39	22	12	6.1	47	6.9	53	6.5	47	6.4	53	2.8	40
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		181	3821	46	25	135	75	60	33	23	13	5.9	45	6.5	50	6.3	45	6.1	51	2.8	40
American Indian or Alaska Native		6	3398	5	83	1	17	0	0	0	0	3.8	29	3.7	28	3.8	27	3.0	25	2.3	33
Asian		7	4038	0	0	7	100	5	71	1	14	6.3	48	8.4	65	8.0	57	7.0	58	3.3	47
Black or African American		110	3750	37	34	73	66	28	25	12	11	5.5	43	6.2	48	5.6	40	5.5	46	2.6	37
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		95	3891	16	17	79	83	34	36	11	12	6.0	46	7.0	54	6.6	47	6.3	52	3.0	43
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	267	3748	87	33	180	67	65	24	27	10	5.6	43	6.1	47	5.7	41	5.5	46	2.6	38
	No	133	3952	17	13	116	87	63	47	20	15	6.2	47	7.3	56	7.1	51	6.9	57	3.1	45
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	8	3655	1	13	7	88	0	0	0	0	5.8	44	5.8	44	4.3	30	4.8	40	2.3	32
	Nonparticipants	392	3819	103	26	289	74	128	33	47	12	5.8	45	6.6	50	6.2	45	6.0	50	2.8	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	387	3823	99	26	288	74	126	33	47	12	5.8	45	6.6	51	6.2	45	6.0	50	2.8	40
	No Information Provided	14	3557	6	43	8	57	2	14	0	0	5.1	40	4.8	37	4.9	35	4.3	36	1.5	21
Identified as Emergent Bilingual/English Learner		96	3773	30	31	66	69	24	25	9	9	5.7	44	6.3	49	5.7	41	5.7	48	2.6	37
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		10	3942	1	10	9	90	4	40	1	10	6.6	51	6.6	51	7.3	52	7.3	61	2.6	37
Monitored 4th Year, reclassified from EB/EL		6	4322	0	0	6	100	5	83	2	33	8.0	62	8.2	63	9.8	70	8.8	74	4.2	60
Former EB/EL (Post Monitoring)		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		285	3820	72	25	213	75	94	33	34	12	5.8	44	6.6	51	6.3	45	5.9	49	2.8	40
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	400	3816	104	26	296	74	128	32	47	12	5.8	45	6.5	50	6.2	44	6.0	50	2.8	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	64	3773	21	33	43	67	15	23	7	11	5.6	43	6.3	49	5.7	41	5.8	48	2.6	37
	Nonparticipants	336	3824	83	25	253	75	113	34	40	12	5.8	45	6.6	51	6.3	45	6.0	50	2.8	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	58	3441	33	57	25	43	4	7	0	0	4.4	34	4.8	37	3.9	28	3.4	29	1.9	27
	No	332	3885	69	21	263	79	122	37	47	14	6.1	47	6.9	53	6.6	47	6.4	53	3.0	42
	No Information Provided	11	3650	3	27	8	73	2	18	0	0	5.5	42	5.1	39	5.5	39	4.9	41	1.9	27
Section 504	*Yes*	76	3826	21	28	55	72	21	28	10	13	5.7	44	6.7	51	5.9	42	6.3	52	2.8	41
	No	313	3821	79	25	234	75	105	34	37	12	5.9	45	6.6	51	6.3	45	5.9	49	2.8	40
	No Information Provided	12	3565	5	42	7	58	2	17	0	0	5.2	40	4.7	36	5.0	36	4.3	36	1.7	24
Gifted/Talented	*Participants*	15	4102	1	7	14	93	8	53	4	27	6.9	53	7.8	60	7.7	55	7.5	63	3.9	56
	Nonparticipants	372	3812	98	26	274	74	118	32	43	12	5.8	44	6.5	50	6.2	44	5.9	50	2.8	40
	No Information Provided	14	3557	6	43	8	57	2	14	0	0	5.1	40	4.8	37	4.9	35	4.3	36	1.5	21
At-Risk	*Yes*	170	3691	66	39	104	61	32	19	13	8	5.3	41	5.8	45	5.2	37	5.2	43	2.5	35
	No	225	3914	36	16	189	84	95	42	34	15	6.1	47	7.1	55	7.0	50	6.6	55	3.1	44
	No Information Provided	6	3570	3	50	3	50	1	17	0	0	6.0	46	4.5	35	5.0	36	4.5	38	1.2	17

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	125	97
Students Not Tested		
Absent	4	3
Other	0	0
Total Documents Submitted	129	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Points Possible									
												13		13		14		12		7	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		125	3454	85	68	40	32	3	2	1	1	4.2	33	4.3	33	4.1	29	3.5	29	1.9	27
Male		64	3456	43	67	21	33	3	5	1	2	4.3	33	4.4	34	3.9	28	3.6	30	2.0	28
Female		61	3451	42	69	19	31	0	0	0	0	4.2	32	4.2	33	4.2	30	3.5	29	1.8	26
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		78	3450	56	72	22	28	3	4	1	1	4.3	33	4.4	34	4.0	28	3.4	28	2.0	28
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		26	3448	17	65	9	35	0	0	0	0	4.2	32	4.1	31	3.8	27	4.0	34	1.7	24
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		18	3478	10	56	8	44	0	0	0	0	4.1	32	4.3	33	4.9	35	3.4	28	1.8	26
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	95	3461	63	66	32	34	3	3	1	1	4.2	32	4.4	34	4.1	30	3.6	30	1.8	26
	No	30	3431	22	73	8	27	0	0	0	0	4.3	33	4.1	32	3.8	27	3.2	27	2.1	30
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	124	3454	84	68	40	32	3	2	1	1	4.2	33	4.3	33	4.1	29	3.5	30	1.9	27
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	121	3460	81	67	40	33	3	2	1	1	4.3	33	4.4	34	4.0	29	3.6	30	1.9	27
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		62	3463	44	71	18	29	3	5	1	2	4.4	34	4.4	34	4.1	29	3.4	29	2.0	28
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		61	3448	40	66	21	34	0	0	0	0	4.1	31	4.3	33	4.0	28	3.7	31	1.8	26
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	124	3456	84	68	40	32	3	2	1	1	4.2	33	4.4	33	4.1	29	3.5	30	1.9	27
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	50	3471	35	70	15	30	3	6	1	2	4.4	34	4.4	34	4.1	29	3.6	30	2.0	29
	Nonparticipants	74	3446	49	66	25	34	0	0	0	0	4.1	32	4.3	33	4.0	29	3.5	29	1.8	26
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	30	3462	20	67	10	33	1	3	0	0	4.6	35	4.1	32	3.8	27	3.4	28	2.2	31
	No	94	3451	64	68	30	32	2	2	1	1	4.1	32	4.4	34	4.1	29	3.6	30	1.8	25
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	23	3472	14	61	9	39	0	0	0	0	4.3	33	4.4	34	4.7	33	3.4	28	1.8	25
	No	102	3450	71	70	31	30	3	3	1	1	4.2	33	4.3	33	3.9	28	3.6	30	1.9	27
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	122	3451	83	68	39	32	3	2	1	1	4.2	32	4.3	33	4.0	29	3.6	30	1.9	27
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	95	3454	65	68	30	32	3	3	1	1	4.3	33	4.3	33	4.1	29	3.4	29	1.9	27
	No	30	3454	20	67	10	33	0	0	0	0	4.0	31	4.3	33	3.9	28	3.9	32	1.9	27
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

All Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	648	99
Students Not Tested		
Absent	4	1
Other	0	0
Total Documents Submitted	652	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
												Number of Points Possible									
												11		10		10		11		11	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		648	3953	115	18	533	82	274	42	91	14	4.7	43	4.7	47	4.2	42	4.4	40	5.8	53
Male		338	3934	68	20	270	80	136	40	44	13	4.7	43	4.5	45	4.1	41	4.3	39	5.7	52
Female		309	3975	46	15	263	85	138	45	47	15	4.7	43	5.0	50	4.3	43	4.5	41	6.0	54
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		307	3883	60	20	247	80	109	36	27	9	4.4	40	4.5	45	4.1	41	4.0	36	5.4	49
American Indian or Alaska Native		7	3818	1	14	6	86	1	14	1	14	4.3	39	3.4	34	3.9	39	3.1	29	5.4	49
Asian		14	4452	0	0	14	100	13	93	4	29	6.9	62	6.8	68	6.3	63	7.4	67	8.1	73
Black or African American		161	3813	41	25	120	75	48	30	13	8	4.2	39	4.1	41	3.5	35	3.6	33	5.1	46
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		156	4196	12	8	144	92	101	65	46	29	5.7	52	5.6	56	5.1	51	5.7	52	7.3	66
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	418	3842	90	22	328	78	130	31	37	9	4.2	38	4.2	42	3.8	38	3.8	35	5.3	48
	No	229	4158	24	10	205	90	144	63	54	24	5.6	51	5.6	56	5.0	50	5.4	49	6.8	62
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	11	3712	2	18	9	82	2	18	0	0	3.7	34	4.0	40	3.2	32	3.3	30	3.7	34
	Nonparticipants	636	3958	112	18	524	82	272	43	91	14	4.7	43	4.7	47	4.2	42	4.4	40	5.9	53
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	631	3957	110	17	521	83	269	43	90	14	4.7	43	4.7	47	4.2	42	4.4	40	5.8	53
	No Information Provided	17	3805	5	29	12	71	5	29	1	6	4.7	43	4.4	44	3.2	32	3.3	30	4.8	44
Identified as Emergent Bilingual/English Learner		171	3732	43	25	128	75	28	16	6	4	3.7	34	3.7	37	3.5	35	3.3	30	4.4	40
Monitored 1st Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		15	4235	0	0	15	100	11	73	2	13	5.4	49	6.8	68	5.1	51	5.3	48	8.0	73
Monitored 4th Year, reclassified from EB/EL		19	4235	2	11	17	89	15	79	6	32	6.2	56	6.7	67	4.8	48	5.8	53	7.4	67
Former EB/EL (Post Monitoring)		7	3883	1	14	6	86	4	57	2	29	5.6	51	4.6	46	4.7	47	5.1	47	5.6	51
Non-Emergent Bilingual/Non-English Learner		427	4016	66	15	361	85	210	49	73	17	5.0	45	4.9	49	4.4	44	4.7	43	6.2	57
No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	645	3956	112	17	533	83	274	42	91	14	4.7	43	4.7	47	4.2	42	4.4	40	5.8	53
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	124	3736	32	26	92	74	20	16	6	5	3.8	35	3.8	38	3.5	35	3.3	30	4.3	39
	Nonparticipants	521	4008	80	15	441	85	254	49	85	16	4.9	45	5.0	50	4.4	44	4.6	42	6.2	56
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	80	3568	31	39	49	61	5	6	0	0	3.2	29	3.0	30	2.6	26	2.6	23	3.8	34
	No	557	4009	82	15	475	85	265	48	91	16	4.9	45	5.0	50	4.5	45	4.7	42	6.1	56
	No Information Provided	11	3884	2	18	9	82	4	36	0	0	5.2	47	4.6	46	3.3	33	3.5	32	5.6	51
Section 504	*Yes*	101	3915	17	17	84	83	34	34	10	10	4.5	41	4.5	45	4.0	40	4.0	36	5.8	52
	No	535	3962	96	18	439	82	236	44	81	15	4.7	43	4.8	48	4.3	43	4.5	41	5.9	53
	No Information Provided	12	3852	2	17	10	83	4	33	0	0	5.1	46	4.5	45	3.2	32	3.7	33	5.1	46
Gifted/Talented	*Participants*	77	4519	2	3	75	97	67	87	39	51	7.2	65	7.4	74	6.4	64	7.0	64	8.3	76
	Nonparticipants	557	3878	109	20	448	80	203	36	52	9	4.4	40	4.4	44	4.0	40	4.0	37	5.5	50
	No Information Provided	14	3802	4	29	10	71	4	29	0	0	4.8	44	4.3	43	2.9	29	3.4	31	4.9	45
At-Risk	*Yes*	274	3721	76	28	198	72	46	17	11	4	3.7	34	3.5	35	3.4	34	3.2	30	4.5	40
	No	367	4130	37	10	330	90	227	62	80	22	5.5	50	5.6	56	4.8	48	5.2	48	6.9	62
	No Information Provided	7	3757	2	29	5	71	1	14	0	0	4.1	38	4.1	41	2.6	26	3.6	32	4.7	43

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	552	100
Students Not Tested		
Absent	2	0
Other	0	0
Total Documents Submitted	554	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
												Number of Points Possible									
												11		10		10		11		11	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		552	4026	76	14	476	86	274	50	91	16	5.0	46	5.1	51	4.5	45	4.7	43	6.3	57
Male		284	4008	47	17	237	83	136	48	44	15	5.1	46	4.8	48	4.4	44	4.6	41	6.2	56
Female		267	4049	28	10	239	90	138	52	47	18	5.0	46	5.4	54	4.5	45	4.8	44	6.4	58
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		242	3972	36	15	206	85	109	45	27	11	4.7	43	4.9	49	4.4	44	4.4	40	6.0	54
American Indian or Alaska Native		6	3888	0	0	6	100	1	17	1	17	4.8	44	3.8	38	4.0	40	3.3	30	5.7	52
Asian		14	4452	0	0	14	100	13	93	4	29	6.9	62	6.8	68	6.3	63	7.4	67	8.1	73
Black or African American		139	3859	31	22	108	78	48	35	13	9	4.5	41	4.3	43	3.6	36	3.8	34	5.4	49
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		148	4239	8	5	140	95	101	68	46	31	5.9	54	5.8	58	5.2	52	5.9	53	7.5	68
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	346	3905	63	18	283	82	130	38	37	11	4.5	41	4.5	45	4.0	40	4.1	37	5.7	52
	No	205	4235	12	6	193	94	144	70	54	26	6.0	55	6.0	60	5.3	53	5.7	52	7.3	66
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	8	3757	1	13	7	88	2	25	0	0	4.0	36	3.9	39	3.0	30	3.6	33	4.5	41
	Nonparticipants	543	4032	74	14	469	86	272	50	91	17	5.1	46	5.1	51	4.5	45	4.7	43	6.3	58
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	537	4031	72	13	465	87	269	50	90	17	5.0	46	5.1	51	4.5	45	4.7	43	6.3	57
	No Information Provided	15	3850	4	27	11	73	5	33	1	7	5.0	45	4.6	46	3.1	31	3.6	33	5.1	47
Identified as Emergent Bilingual/English Learner		116	3820	22	19	94	81	28	24	6	5	4.1	37	4.1	41	3.8	38	3.6	33	5.1	46
Monitored 1st Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		15	4235	0	0	15	100	11	73	2	13	5.4	49	6.8	68	5.1	51	5.3	48	8.0	73
Monitored 4th Year, reclassified from EB/EL		19	4235	2	11	17	89	15	79	6	32	6.2	56	6.7	67	4.8	48	5.8	53	7.4	67
Former EB/EL (Post Monitoring)		5	4007	1	20	4	80	4	80	2	40	6.4	58	5.8	58	5.4	54	6.2	56	6.2	56
Non-Emergent Bilingual/Non-English Learner		389	4066	49	13	340	87	210	54	73	19	5.2	47	5.2	52	4.6	46	4.9	44	6.5	59
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	550	4029	74	13	476	87	274	50	91	17	5.0	46	5.1	51	4.5	45	4.7	43	6.3	57
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	79	3844	14	18	65	82	20	25	6	8	4.2	38	4.3	43	3.9	39	3.8	35	5.0	46
	Nonparticipants	471	4060	60	13	411	87	254	54	85	18	5.2	47	5.2	52	4.6	46	4.9	44	6.5	59
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	58	3595	18	31	40	69	5	9	0	0	3.3	30	3.1	31	2.6	26	2.7	25	4.0	36
	No	483	4081	56	12	427	88	265	55	91	19	5.2	48	5.3	53	4.7	47	5.0	45	6.6	60
	No Information Provided	11	3884	2	18	9	82	4	36	0	0	5.2	47	4.6	46	3.3	33	3.5	32	5.6	51
Section 504	*Yes*	91	3955	14	15	77	85	34	37	10	11	4.7	43	4.6	46	4.1	41	4.2	39	6.0	54
	No	449	4045	60	13	389	87	236	53	81	18	5.1	46	5.2	52	4.6	46	4.8	44	6.4	58
	No Information Provided	12	3852	2	17	10	83	4	33	0	0	5.1	46	4.5	45	3.2	32	3.7	33	5.1	46
Gifted/Talented	*Participants*	77	4519	2	3	75	97	67	87	39	51	7.2	65	7.4	74	6.4	64	7.0	64	8.3	76
	Nonparticipants	461	3951	70	15	391	85	203	44	52	11	4.7	43	4.7	47	4.2	42	4.3	39	6.0	54
	No Information Provided	14	3802	4	29	10	71	4	29	0	0	4.8	44	4.3	43	2.9	29	3.4	31	4.9	45
At-Risk	*Yes*	200	3791	42	21	158	79	46	23	11	6	4.0	37	3.8	38	3.6	36	3.5	32	5.0	46
	No	345	4168	32	9	313	91	227	66	80	23	5.7	51	5.8	58	5.0	50	5.4	49	7.1	64
	No Information Provided	7	3757	2	29	5	71	1	14	0	0	4.1	38	4.1	41	2.6	26	3.6	32	4.7	43

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
											1		2		3		4		5	
											Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
											Number of Points Possible									
											11		10		10		11		11	
											Number of Points Achieved									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	3530	39	41	57	59	0	0	0	0	2.8	25	2.8	28	2.9	29	2.5	23	3.1	28
Male	54	3546	21	39	33	61	0	0	0	0	2.7	25	2.9	29	2.9	29	2.7	24	3.0	27
Female	42	3509	18	43	24	57	0	0	0	0	2.9	26	2.6	26	2.8	28	2.4	22	3.3	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	65	3552	24	37	41	63	0	0	0	0	3.0	27	2.9	29	3.0	30	2.5	23	3.1	28
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	22	3520	10	45	12	55	0	0	0	0	2.7	24	2.6	26	2.6	26	2.6	24	3.0	28
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	8	3392	4	50	4	50	0	0	0	0	2.1	19	2.5	25	2.8	28	2.8	25	3.4	31
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	72	3541	27	38	45	63	0	0	0	0	2.9	26	2.8	28	2.8	28	2.4	22	3.2	29
No	24	3496	12	50	12	50	0	0	0	0	2.5	23	2.6	26	3.0	30	2.9	27	3.0	27
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	93	3528	38	41	55	59	0	0	0	0	2.8	25	2.7	27	2.8	28	2.5	23	3.2	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	94	3531	38	40	56	60	0	0	0	0	2.8	26	2.8	28	2.9	29	2.6	23	3.1	28
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	55	3546	21	38	34	62	0	0	0	0	2.9	27	2.8	28	3.0	30	2.5	23	3.0	27
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	38	3510	17	45	21	55	0	0	0	0	2.6	23	2.8	28	2.6	26	2.6	23	3.3	30
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	95	3532	38	40	57	60	0	0	0	0	2.8	26	2.8	28	2.9	29	2.6	23	3.1	29
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	45	3546	18	40	27	60	0	0	0	0	3.1	28	2.8	28	3.0	30	2.4	22	3.0	27
Nonparticipants	50	3520	20	40	30	60	0	0	0	0	2.5	23	2.7	27	2.8	28	2.7	24	3.2	29
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	22	3497	13	59	9	41	0	0	0	0	2.8	26	2.7	27	2.5	25	2.0	19	3.2	29
No	74	3540	26	35	48	65	0	0	0	0	2.8	25	2.8	28	3.0	30	2.7	24	3.1	28
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	10	3543	3	30	7	70	0	0	0	0	2.5	23	3.0	30	2.8	28	1.9	17	3.8	35
No	86	3528	36	42	50	58	0	0	0	0	2.8	26	2.8	28	2.9	29	2.6	24	3.0	28
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	96	3530	39	41	57	59	0	0	0	0	2.8	25	2.8	28	2.9	29	2.5	23	3.1	28
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	74	3532	34	46	40	54	0	0	0	0	2.9	26	2.8	28	2.9	29	2.5	23	2.9	27
No	22	3521	5	23	17	77	0	0	0	0	2.6	24	2.9	29	2.8	28	2.6	24	3.7	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

All Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	709	99
Students Not Tested		
Absent	5	1
Other	0	0
Total Documents Submitted	714	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		709	3984	257	36	452	64	332	47	104	15	17.8	56	16.5	52
Male		386	3893	170	44	216	56	151	39	34	9	16.7	52	14.7	46
Female		323	4092	87	27	236	73	181	56	70	22	19.1	60	18.6	58
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		350	3918	145	41	205	59	144	41	35	10	17.0	53	15.4	48
American Indian or Alaska Native		8	3754	4	50	4	50	2	25	1	13	14.3	45	12.9	40
Asian		16	4456	2	13	14	88	14	88	7	44	23.7	74	23.4	73
Black or African American		168	3870	71	42	97	58	59	35	13	8	15.9	50	14.6	46
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---	---	---
White		164	4207	34	21	130	79	111	68	48	29	21.1	66	20.3	63
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	473	3880	206	44	267	56	174	37	41	9	16.3	51	14.7	46
	No	235	4195	50	21	185	79	158	67	63	27	20.8	65	20.1	63
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	12	3652	7	58	5	42	3	25	0	0	13.3	42	10.8	34
	Nonparticipants	696	3991	249	36	447	64	329	47	104	15	17.9	56	16.6	52
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	692	3988	250	36	442	64	327	47	102	15	17.9	56	16.5	52
	No Information Provided	17	3808	7	41	10	59	5	29	2	12	14.8	46	14.1	44
Identified as Emergent Bilingual/English Learner		212	3751	117	55	95	45	50	24	5	2	14.5	45	12.4	39
Monitored 1st Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		15	4366	0	0	15	100	14	93	2	13	24.2	76	23.4	73
Monitored 4th Year, reclassified from EB/EL		19	4538	0	0	19	100	19	100	8	42	25.2	79	26.3	82
Former EB/EL (Post Monitoring)		5	4630	0	0	5	100	5	100	4	80	26.0	81	27.0	84
Non-Emergent Bilingual/Non-English Learner		450	4047	138	31	312	69	239	53	83	18	18.7	58	17.6	55
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	707	3986	255	36	452	64	332	47	104	15	17.8	56	16.5	52
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	154	3747	89	58	65	42	34	22	4	3	14.4	45	12.4	39
	Nonparticipants	553	4052	166	30	387	70	298	54	100	18	18.8	59	17.7	55
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	101	3575	77	76	24	24	8	8	0	0	11.5	36	9.5	30
	No	598	4053	178	30	420	70	320	54	103	17	18.9	59	17.7	55
	No Information Provided	10	3975	2	20	8	80	4	40	1	10	17.4	54	17.0	53
Section 504	*Yes*	119	3879	50	42	69	58	47	39	4	3	16.7	52	14.5	45
	No	579	4007	204	35	375	65	281	49	99	17	18.0	56	16.9	53
	No Information Provided	11	3907	3	27	8	73	4	36	1	9	16.3	51	16.0	50
Gifted/Talented	*Participants*	78	4590	2	3	76	97	74	95	46	59	25.7	80	26.3	82
	Nonparticipants	618	3911	250	40	368	60	254	41	57	9	16.8	53	15.3	48
	No Information Provided	13	3822	5	38	8	62	4	31	1	8	14.9	47	14.5	45
At-Risk	*Yes*	332	3741	188	57	144	43	78	23	9	3	14.3	45	12.3	38
	No	371	4206	66	18	305	82	253	68	95	26	21.0	66	20.3	63
	No Information Provided	6	3705	3	50	3	50	1	17	0	0	12.7	40	12.8	40

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

English I

All Students

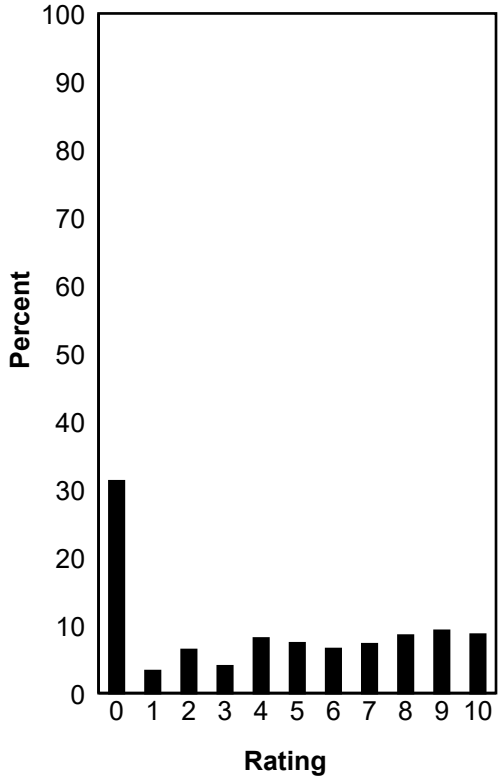
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Expository Composition

Rating	#	%
0	221	31
1	23	3
2	45	6
3	28	4
4	57	8
5	52	7
6	46	6
7	51	7
8	60	8
9	65	9
10	61	9
Total	709	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	542	99
Students Not Tested		
Absent	3	1
Other	0	0
Total Documents Submitted	545	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		542	4113	130	24	412	76	325	60	104	19	19.8	62	18.6	58
Male		279	4023	86	31	193	69	147	53	34	12	18.9	59	16.8	53
Female		263	4208	44	17	219	83	178	68	70	27	20.9	65	20.6	64
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		244	4077	61	25	183	75	141	58	35	14	19.6	61	17.9	56
American Indian or Alaska Native		6	3938	2	33	4	67	2	33	1	17	17.2	54	15.3	48
Asian		14	4621	0	0	14	100	14	100	7	50	26.0	81	26.0	81
Black or African American		130	3941	46	35	84	65	56	43	13	10	17.0	53	16.0	50
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---	---	---
White		145	4289	20	14	125	86	110	76	48	33	22.3	70	21.7	68
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	338	4004	104	31	234	69	170	50	41	12	18.3	57	16.8	53
	No	203	4298	25	12	178	88	155	76	63	31	22.4	70	21.7	68
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	8	3782	3	38	5	63	3	38	0	0	15.6	49	13.0	41
	Nonparticipants	533	4120	126	24	407	76	322	60	104	20	19.9	62	18.8	59
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	528	4119	125	24	403	76	320	61	102	19	20.0	62	18.7	59
	No Information Provided	14	3878	5	36	9	64	5	36	2	14	15.9	50	15.3	48
Identified as Emergent Bilingual/English Learner		120	3912	41	34	79	66	49	41	5	4	17.4	54	15.1	47
Monitored 1st Year, reclassified from EB/EL		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		15	4366	0	0	15	100	14	93	2	13	24.2	76	23.4	73
Monitored 4th Year, reclassified from EB/EL		19	4538	0	0	19	100	19	100	8	42	25.2	79	26.3	82
Former EB/EL (Post Monitoring)		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		377	4135	88	23	289	77	234	62	83	22	20.0	63	19.1	60
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	541	4115	129	24	412	76	325	60	104	19	19.9	62	18.7	58
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	81	3921	30	37	51	63	33	41	4	5	17.3	54	15.3	48
	Nonparticipants	460	4149	99	22	361	78	292	63	100	22	20.3	63	19.3	60
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	57	3613	43	75	14	25	5	9	0	0	12.3	38	9.8	31
	No	475	4176	85	18	390	82	316	67	103	22	20.8	65	19.7	62
	No Information Provided	10	3975	2	20	8	80	4	40	1	10	17.4	54	17.0	53
Section 504	*Yes*	90	3966	27	30	63	70	46	51	4	4	18.4	58	15.9	50
	No	441	4148	100	23	341	77	275	62	99	22	20.2	63	19.3	60
	No Information Provided	11	3907	3	27	8	73	4	36	1	9	16.3	51	16.0	50
Gifted/Talented	*Participants*	77	4602	1	1	76	99	74	96	46	60	25.9	81	26.6	83
	Nonparticipants	452	4038	124	27	328	73	247	55	57	13	19.0	59	17.4	54
	No Information Provided	13	3822	5	38	8	62	4	31	1	8	14.9	47	14.5	45
At-Risk	*Yes*	204	3871	82	40	122	60	75	37	9	4	16.5	52	14.4	45
	No	332	4269	45	14	287	86	249	75	95	29	22.0	69	21.3	67
	No Information Provided	6	3705	3	50	3	50	1	17	0	0	12.7	40	12.8	40

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

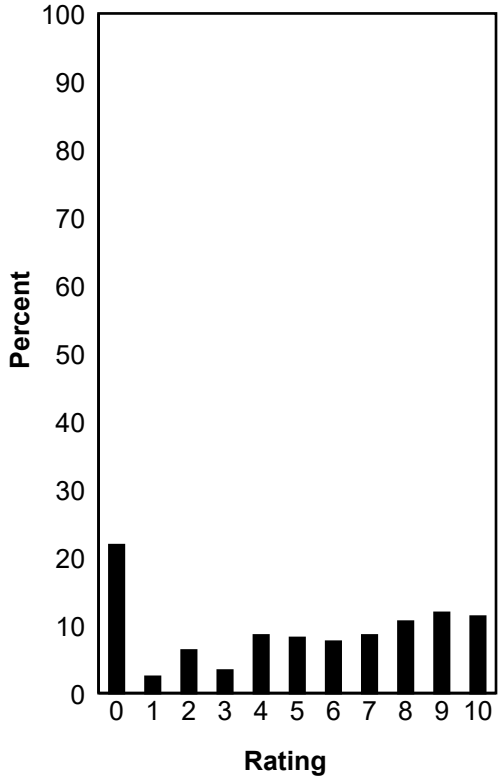
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Expository Composition

Rating	#	%
0	118	22
1	13	2
2	34	6
3	18	3
4	46	8
5	44	8
6	41	8
7	46	8
8	57	11
9	64	12
10	61	11
Total	542	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	167	99
Students Not Tested		
Absent	2	1
Other	0	0
Total Documents Submitted	169	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		167	3565	127	76	40	24	7	4	0	0	11.1	35	9.5	30
Male		107	3553	84	79	23	21	4	4	0	0	11.1	35	9.1	29
Female		60	3585	43	72	17	28	3	5	0	0	11.1	35	10.2	32
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		106	3551	84	79	22	21	3	3	0	0	10.8	34	9.4	29
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		38	3625	25	66	13	34	3	8	0	0	12.3	39	10.2	32
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		19	3584	14	74	5	26	1	5	0	0	11.6	36	9.5	30
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	135	3570	102	76	33	24	4	3	0	0	11.2	35	9.5	30
	No	32	3542	25	78	7	22	3	9	0	0	10.6	33	9.5	30
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	163	3569	123	75	40	25	7	4	0	0	11.2	35	9.6	30
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	164	3566	125	76	39	24	7	4	0	0	11.1	35	9.5	30
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		92	3540	76	83	16	17	1	1	0	0	10.8	34	9.0	28
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		73	3594	50	68	23	32	5	7	0	0	11.5	36	10.1	32
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	166	3567	126	76	40	24	7	4	0	0	11.1	35	9.5	30
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	73	3554	59	81	14	19	1	1	0	0	11.1	35	9.1	29
	Nonparticipants	93	3576	67	72	26	28	6	6	0	0	11.2	35	9.8	31
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	44	3526	34	77	10	23	3	7	0	0	10.4	33	9.0	28
	No	123	3578	93	76	30	24	4	3	0	0	11.3	35	9.7	30
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	29	3608	23	79	6	21	1	3	0	0	11.5	36	10.2	32
	No	138	3555	104	75	34	25	6	4	0	0	11.0	34	9.4	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	166	3564	126	76	40	24	7	4	0	0	11.1	35	9.5	30
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	128	3534	106	83	22	17	3	2	0	0	10.7	34	8.9	28
	No	39	3664	21	54	18	46	4	10	0	0	12.4	39	11.6	36
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English I

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

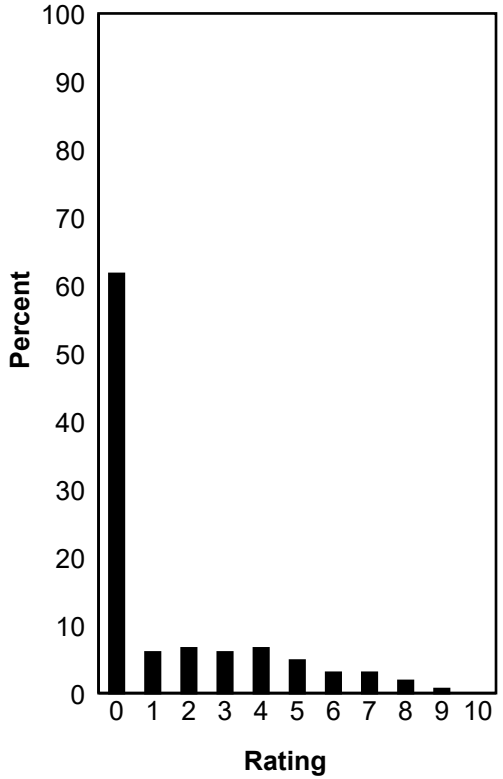
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Expository Composition

Rating	#	%
0	103	62
1	10	6
2	11	7
3	10	6
4	11	7
5	8	5
6	5	3
7	5	3
8	3	2
9	1	1
10	0	0
Total	167	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

All Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	673	99
Students Not Tested		
Absent	6	1
Other	1	0
Total Documents Submitted	680	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		673	3966	214	32	459	68	320	48	35	5	18.2	57	15.9	50
Male		355	3919	130	37	225	63	147	41	17	5	17.8	56	14.7	46
Female		317	4021	83	26	234	74	173	55	18	6	18.7	58	17.1	54
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		321	3859	132	41	189	59	126	39	8	2	16.8	52	14.0	44
American Indian or Alaska Native		6	3995	2	33	4	67	3	50	0	0	17.8	56	17.5	55
Asian		12	4196	2	17	10	83	8	67	1	8	21.6	67	19.2	60
Black or African American		148	3891	50	34	98	66	59	40	1	1	17.2	54	14.6	46
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		186	4193	28	15	158	85	124	67	25	13	21.2	66	19.7	62
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	441	3866	172	39	269	61	165	37	10	2	16.9	53	14.0	44
	No	232	4155	42	18	190	82	155	67	25	11	20.5	64	19.3	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	7	3443	5	71	2	29	2	29	0	0	10.7	33	9.1	29
	Nonparticipants	666	3971	209	31	457	69	318	48	35	5	18.2	57	15.9	50
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	664	3971	208	31	456	69	319	48	35	5	18.2	57	16.0	50
	No Information Provided	9	3573	6	67	3	33	1	11	0	0	12.6	39	8.9	28
Identified as Emergent Bilingual/English Learner		199	3705	110	55	89	45	40	20	1	1	14.7	46	11.0	34
Monitored 1st Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		24	4242	0	0	24	100	22	92	2	8	21.8	68	21.6	67
Monitored 4th Year, reclassified from EB/EL		8	4295	0	0	8	100	8	100	0	0	22.6	71	23.4	73
Former EB/EL (Post Monitoring)		20	4183	1	5	19	95	17	85	1	5	21.3	67	20.4	64
Non-Emergent Bilingual/Non-English Learner		418	4060	101	24	317	76	231	55	31	7	19.4	61	17.5	55
No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	671	3968	212	32	459	68	320	48	35	5	18.2	57	15.9	50
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	149	3675	88	59	61	41	25	17	0	0	14.4	45	10.3	32
	Nonparticipants	522	4051	124	24	398	76	295	57	35	7	19.3	60	17.5	55
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	84	3576	61	73	23	27	8	10	0	0	12.6	39	8.9	28
	No	583	4025	149	26	434	74	311	53	35	6	19.0	59	16.9	53
	No Information Provided	6	3647	4	67	2	33	1	17	0	0	13.8	43	9.7	30
Section 504	*Yes*	110	3944	33	30	77	70	46	42	4	4	18.0	56	15.3	48
	No	557	3973	177	32	380	68	273	49	31	6	18.2	57	16.0	50
	No Information Provided	6	3647	4	67	2	33	1	17	0	0	13.8	43	9.7	30
Gifted/Talented	*Participants*	60	4546	3	5	57	95	56	93	17	28	25.2	79	25.1	78
	Nonparticipants	607	3912	207	34	400	66	263	43	18	3	17.5	55	15.0	47
	No Information Provided	6	3647	4	67	2	33	1	17	0	0	13.8	43	9.7	30
At-Risk	*Yes*	303	3741	157	52	146	48	74	24	4	1	15.1	47	11.8	37
	No	369	4152	56	15	313	85	246	67	31	8	20.7	65	19.2	60
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English II

All Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

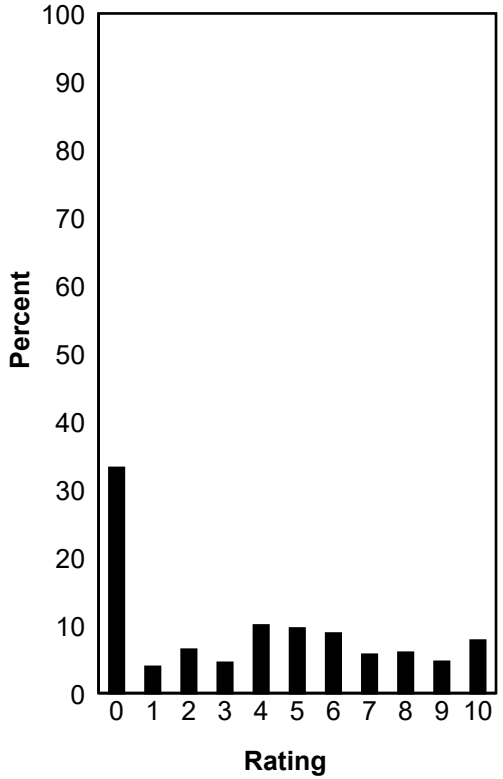
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Persuasive Composition

Rating	#	%
0	223	33
1	26	4
2	43	6
3	30	4
4	67	10
5	64	10
6	59	9
7	38	6
8	40	6
9	31	5
10	52	8
Total	673	100



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STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	590	99
Students Not Tested		
Absent	3	1
Other	0	0
Total Documents Submitted	593	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		590	4025	153	26	437	74	316	54	35	6	19.0	59	16.9	53
Male		306	3979	94	31	212	69	147	48	17	6	18.6	58	15.8	49
Female		283	4077	58	20	225	80	169	60	18	6	19.5	61	18.1	57
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		268	3925	93	35	175	65	123	46	8	3	17.7	55	15.2	48
American Indian or Alaska Native		6	3995	2	33	4	67	3	50	0	0	17.8	56	17.5	55
Asian		12	4196	2	17	10	83	8	67	1	8	21.6	67	19.2	60
Black or African American		128	3933	36	28	92	72	58	45	1	1	17.8	56	15.4	48
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		176	4233	20	11	156	89	124	70	25	14	21.7	68	20.4	64
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	379	3915	128	34	251	66	162	43	10	3	17.6	55	14.9	47
	No	211	4221	25	12	186	88	154	73	25	12	21.5	67	20.4	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	5	3512	3	60	2	40	2	40	0	0	11.8	37	10.6	33
	Nonparticipants	585	4029	150	26	435	74	314	54	35	6	19.1	60	17.0	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	584	4029	150	26	434	74	315	54	35	6	19.1	60	17.0	53
	No Information Provided	6	3584	3	50	3	50	1	17	0	0	12.2	38	10.0	31
Identified as Emergent Bilingual/English Learner		158	3750	80	51	78	49	38	24	1	1	15.5	48	11.7	36
Monitored 1st Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		24	4242	0	0	24	100	22	92	2	8	21.8	68	21.6	67
Monitored 4th Year, reclassified from EB/EL		8	4295	0	0	8	100	8	100	0	0	22.6	71	23.4	73
Former EB/EL (Post Monitoring)		19	4204	1	5	18	95	17	89	1	5	21.7	68	20.8	65
Non-Emergent Bilingual/Non-English Learner		378	4112	71	19	307	81	229	61	31	8	20.1	63	18.5	58
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	589	4026	152	26	437	74	316	54	35	6	19.0	59	16.9	53
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	112	3717	61	54	51	46	23	21	0	0	15.2	48	10.9	34
	Nonparticipants	477	4099	91	19	386	81	293	61	35	7	19.9	62	18.4	57
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	64	3617	44	69	20	31	8	13	0	0	13.1	41	9.7	30
	No	522	4078	107	20	415	80	307	59	35	7	19.8	62	17.8	56
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	93	4010	21	23	72	77	45	48	4	4	19.0	59	16.4	51
	No	493	4030	130	26	363	74	270	55	31	6	19.0	59	17.1	53
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	59	4562	2	3	57	97	56	95	17	29	25.5	80	25.4	79
	Nonparticipants	527	3967	149	28	378	72	259	49	18	3	18.3	57	16.0	50
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	238	3794	109	46	129	54	70	29	4	2	15.9	50	12.7	40
	No	352	4181	44	13	308	88	246	70	31	9	21.1	66	19.8	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English II

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

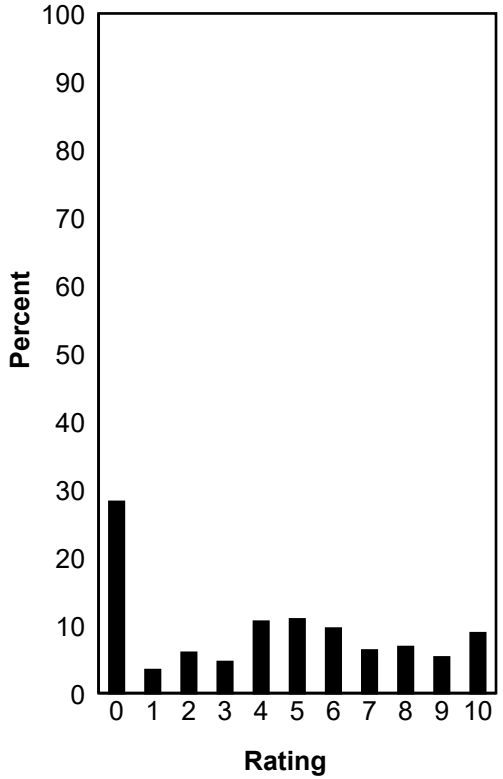
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Persuasive Composition

Rating	#	%
0	166	28
1	20	3
2	35	6
3	27	5
4	62	11
5	64	11
6	56	9
7	37	6
8	40	7
9	31	5
10	52	9
Total	590	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	83	95
Students Not Tested		
Absent	3	3
Other	1	1
Total Documents Submitted	87	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		83	3548	61	73	22	27	4	5	0	0	12.3	39	8.3	26
Male		49	3545	36	73	13	27	0	0	0	0	12.6	39	7.9	25
Female		34	3552	25	74	9	26	4	12	0	0	11.9	37	8.9	28
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		53	3528	39	74	14	26	3	6	0	0	12.0	37	8.2	25
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		20	3624	14	70	6	30	1	5	0	0	13.6	43	9.3	29
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		10	3500	8	80	2	20	0	0	0	0	11.8	37	7.4	23
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	62	3569	44	71	18	29	3	5	0	0	12.7	40	8.5	27
	No	21	3487	17	81	4	19	1	5	0	0	11.1	35	7.8	24
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	81	3555	59	73	22	27	4	5	0	0	12.4	39	8.4	26
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	80	3548	58	73	22	28	4	5	0	0	12.3	38	8.4	26
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		41	3531	30	73	11	27	2	5	0	0	11.8	37	8.3	26
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		40	3565	30	75	10	25	2	5	0	0	12.9	40	8.3	26
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	82	3551	60	73	22	27	4	5	0	0	12.4	39	8.4	26
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	37	3549	27	73	10	27	2	5	0	0	12.1	38	8.4	26
	Nonparticipants	45	3552	33	73	12	27	2	4	0	0	12.6	39	8.3	26
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	20	3446	17	85	3	15	0	0	0	0	11.0	34	6.4	20
	No	61	3578	42	69	19	31	4	7	0	0	12.7	40	9.0	28
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	17	3586	12	71	5	29	1	6	0	0	12.7	40	9.1	28
	No	64	3534	47	73	17	27	3	5	0	0	12.1	38	8.1	25
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	80	3545	58	73	22	28	4	5	0	0	12.3	38	8.3	26
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	65	3547	48	74	17	26	4	6	0	0	12.1	38	8.5	27
	No	17	3551	12	71	5	29	0	0	0	0	13.2	41	7.7	24
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English II

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

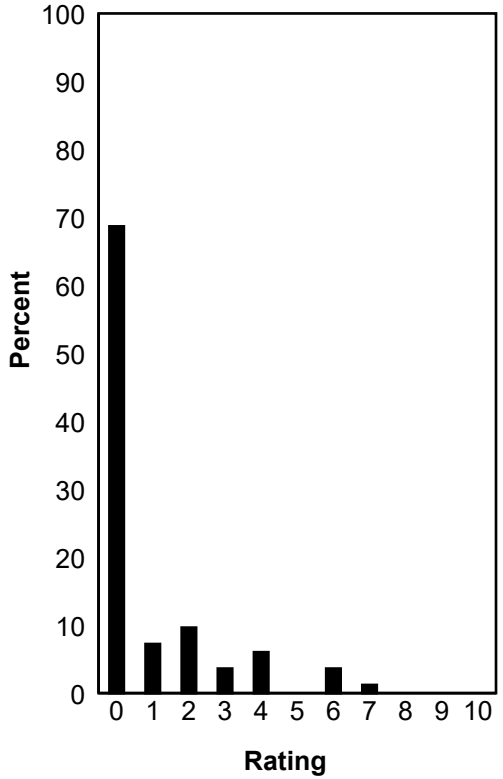
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Persuasive Composition

Rating	#	%
0	57	69
1	6	7
2	8	10
3	3	4
4	5	6
5	0	0
6	3	4
7	1	1
8	0	0
9	0	0
10	0	0
Total	83	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

All Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	505	99
Students Not Tested		
Absent	6	1
Other	0	0
Total Documents Submitted	511	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												37		13		10		18	
				#	%	#	%	#	%	#	%	Number of Points Achieved							
												#	%	#	%	#	%	#	%
All Students		505	4160	27	5	478	95	338	67	156	31	18.4	50	7.5	58	5.3	53	10.0	56
Male		247	4196	12	5	235	95	170	69	83	34	19.2	52	7.5	58	5.3	53	10.3	57
Female		257	4128	15	6	242	94	168	65	73	28	17.8	48	7.5	57	5.4	54	9.8	54
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		244	4084	17	7	227	93	149	61	57	23	17.4	47	7.0	54	4.9	49	9.5	53
American Indian or Alaska Native		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		15	4476	0	0	15	100	12	80	7	47	21.4	58	9.1	70	7.1	71	12.3	68
Black or African American		99	4072	5	5	94	95	60	61	21	21	17.3	47	6.8	53	5.0	50	9.3	52
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		142	4321	5	4	137	96	114	80	70	49	20.8	56	8.6	66	6.2	62	11.1	62
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	292	4067	20	7	272	93	174	60	58	20	17.2	46	6.9	53	4.8	48	9.4	52
	No	213	4288	7	3	206	97	164	77	98	46	20.2	55	8.3	64	6.1	61	10.9	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	501	4163	26	5	475	95	337	67	156	31	18.5	50	7.5	58	5.3	53	10.0	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	493	4171	25	5	468	95	333	68	155	31	18.5	50	7.6	58	5.4	54	10.1	56
	No Information Provided	12	3734	2	17	10	83	5	42	1	8	14.3	39	5.3	41	3.8	38	8.2	45
Identified as Emergent Bilingual/English Learner		110	3906	12	11	98	89	44	40	8	7	15.0	41	5.9	45	4.1	41	8.2	46
Monitored 1st Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		9	4279	0	0	9	100	7	78	3	33	20.0	54	8.3	64	5.9	59	10.8	60
Monitored 4th Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		45	4335	1	2	44	98	41	91	24	53	21.0	57	8.6	66	6.2	62	11.1	62
Non-Emergent Bilingual/Non-English Learner		332	4217	14	4	318	96	238	72	120	36	19.2	52	7.9	61	5.6	56	10.5	58
No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	502	4161	27	5	475	95	336	67	156	31	18.5	50	7.5	58	5.3	53	10.0	56
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	100	3927	10	10	90	90	42	42	8	8	15.3	41	5.9	45	4.2	42	8.4	47
	Nonparticipants	402	4220	17	4	385	96	294	73	148	37	19.2	52	7.9	61	5.6	56	10.5	58
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	60	3794	8	13	52	87	13	22	5	8	14.0	38	5.0	38	3.6	36	7.6	42
	No	437	4215	18	4	419	96	322	74	150	34	19.1	52	7.9	61	5.6	56	10.4	58
	No Information Provided	8	3937	1	13	7	88	3	38	1	13	15.0	41	6.1	47	3.8	38	9.3	51
Section 504	*Yes*	76	4182	5	7	71	93	51	67	23	30	18.6	50	7.9	61	5.3	53	10.0	55
	No	420	4169	20	5	400	95	285	68	133	32	18.5	50	7.5	58	5.4	54	10.1	56
	No Information Provided	9	3575	2	22	7	78	2	22	0	0	12.6	34	4.4	34	2.9	29	7.8	43
Gifted/Talented	*Participants*	76	4511	1	1	75	99	69	91	51	67	22.8	62	9.6	74	7.1	71	12.3	68
	Nonparticipants	419	4109	24	6	395	94	266	63	104	25	17.8	48	7.2	55	5.1	51	9.7	54
	No Information Provided	10	3660	2	20	8	80	3	30	1	10	13.4	36	5.1	39	3.2	32	8.2	46
At-Risk	*Yes*	177	3921	21	12	156	88	73	41	17	10	15.3	41	6.0	46	4.2	42	8.4	47
	No	325	4292	6	2	319	98	263	81	139	43	20.2	55	8.4	64	6.0	60	10.9	60
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	501	99
Students Not Tested		
Absent	6	1
Other	0	0
Total Documents Submitted	507	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												37		13		10		18	
				#	%	#	%	#	%	#	%	Number of Points Achieved							
												#	%	#	%	#	%	#	%
All Students		501	4164	27	5	474	95	338	67	156	31	18.5	50	7.5	58	5.4	54	10.1	56
Male		247	4196	12	5	235	95	170	69	83	34	19.2	52	7.5	58	5.3	53	10.3	57
Female		253	4135	15	6	238	94	168	66	73	29	17.8	48	7.5	58	5.4	54	9.8	55
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		242	4088	17	7	225	93	149	62	57	24	17.4	47	7.1	54	4.9	49	9.6	53
American Indian or Alaska Native		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		15	4476	0	0	15	100	12	80	7	47	21.4	58	9.1	70	7.1	71	12.3	68
Black or African American		97	4079	5	5	92	95	60	62	21	22	17.3	47	6.9	53	5.1	51	9.4	52
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		142	4321	5	4	137	96	114	80	70	49	20.8	56	8.6	66	6.2	62	11.1	62
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	289	4071	20	7	269	93	174	60	58	20	17.2	47	6.9	53	4.8	48	9.4	52
	No	212	4291	7	3	205	97	164	77	98	46	20.2	55	8.4	64	6.1	61	10.9	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	497	4167	26	5	471	95	337	68	156	31	18.5	50	7.5	58	5.4	54	10.1	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	489	4175	25	5	464	95	333	68	155	32	18.6	50	7.6	58	5.4	54	10.1	56
	No Information Provided	12	3734	2	17	10	83	5	42	1	8	14.3	39	5.3	41	3.8	38	8.2	45
Identified as Emergent Bilingual/English Learner		108	3911	12	11	96	89	44	41	8	7	15.1	41	5.9	45	4.1	41	8.3	46
Monitored 1st Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		9	4279	0	0	9	100	7	78	3	33	20.0	54	8.3	64	5.9	59	10.8	60
Monitored 4th Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		45	4335	1	2	44	98	41	91	24	53	21.0	57	8.6	66	6.2	62	11.1	62
Non-Emergent Bilingual/Non-English Learner		330	4220	14	4	316	96	238	72	120	36	19.2	52	7.9	61	5.6	56	10.5	58
No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	498	4165	27	5	471	95	336	67	156	31	18.5	50	7.5	58	5.4	54	10.1	56
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	98	3933	10	10	88	90	42	43	8	8	15.4	42	5.9	46	4.3	43	8.4	47
	Nonparticipants	400	4222	17	4	383	96	294	74	148	37	19.3	52	7.9	61	5.6	56	10.5	58
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	59	3795	8	14	51	86	13	22	5	8	13.9	38	5.0	39	3.7	37	7.6	42
	No	434	4219	18	4	416	96	322	74	150	35	19.2	52	7.9	61	5.6	56	10.4	58
	No Information Provided	8	3937	1	13	7	88	3	38	1	13	15.0	41	6.1	47	3.8	38	9.3	51
Section 504	*Yes*	76	4182	5	7	71	93	51	67	23	30	18.6	50	7.9	61	5.3	53	10.0	55
	No	416	4174	20	5	396	95	285	69	133	32	18.6	50	7.5	58	5.4	54	10.1	56
	No Information Provided	9	3575	2	22	7	78	2	22	0	0	12.6	34	4.4	34	2.9	29	7.8	43
Gifted/Talented	*Participants*	76	4511	1	1	75	99	69	91	51	67	22.8	62	9.6	74	7.1	71	12.3	68
	Nonparticipants	415	4113	24	6	391	94	266	64	104	25	17.8	48	7.2	55	5.1	51	9.7	54
	No Information Provided	10	3660	2	20	8	80	3	30	1	10	13.4	36	5.1	39	3.2	32	8.2	46
At-Risk	*Yes*	173	3927	21	12	152	88	73	42	17	10	15.3	41	6.0	46	4.3	43	8.5	47
	No	325	4292	6	2	319	98	263	81	139	43	20.2	55	8.4	64	6.0	60	10.9	60
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

Retested Students

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												37		13		10		18	
												Number of Points Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Denton Independent School District

Fred Moore High School

2023-2024 Improvement Plan

Mission Statement

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

Vision

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

School Motto

Dedication * Direction * Discovery

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Comprehensive Needs Assessment 4
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Student Learning 5
School Processes & Programs 7
Perceptions 9
Priority Problem Statements 11
Comprehensive Needs Assessment Data Documentation 12
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Guiding Outcome 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 16
Guiding Outcome 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 17
Guiding Outcome 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * 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 * Develop a budget focused on student and professional learning * Maintain a diverse workforce 18
Guiding Outcome 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 19
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred Moore High School is a comprehensive Denton ISD high school located in the center of Denton, Texas. The school has a rich and long-standing history in the community as well as in the school district, providing alternative educational opportunities for students from across all comprehensive high schools across the district. The school is named after its founder and long-time Denton community leader, Dr. Fred Moore. Dr. Moore was an important figure in the local African American community. Fred Moore had a remarkable career in education and actually became the Principal of Fred Douglas school in 1915. During his career as an educator and leader in the country, Dr. Moore stressed the importance of the rules of conduct for students, a premise established then and used today in the school settings across the nation. Fred Moore High School construction of the building used today was established in 1948 and operated as Fred Douglas High School. In 1991-92, the building, having been renovated, was re-opened for the 1991-92 school year. Fred Moore High School has remained opened as DISD's Accelerated Comprehensive High School of Choice.

The current enrollment of FMHS is approximately 75 students per semester, with rolling enrollments which approaches 100 at certain intervals during any given semester. There are currently two graduations held at the school in each calendar year, one in December and one in May. Students range in grade level from 9th grade through 12th grade, with the predominant number of students falling in the 11th and 12th classification. The school is open to all students from all situations and backgrounds, and an admission process precedes enrollment in the school. The non-traditional format of the school allows for students to work on five to six classes each day and work on those at a pace that encourages acceleration as well as providing opportunities for recovering lost credit from previous attempts. Currently there are 60 students enrolled and 15 awaiting enrollment. Both totals will fluctuate throughout the year.

Demographics Strengths

Accelerated graduation pathway, with accelerated rigorous coursework

Individualized graduation plans

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

Ongoing referrals from past FM graduates and their families

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

Community Partnerships:

*UNT- Career Connects

*UNT - Go Center

*Lake Cities Rotary/Interact and Community Services

Tutoring program from retired DISD teachers, ESSER funding used for weekly tutoring

Community resources continue to increase for scholarships and grant potentials

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ability to reach all district campuses to discuss the areas in which FMHS can help serve more students, increasing overall enrollment and graduation rates, but at the same time not overpopulate the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process, understanding that staffing differences do still limit some services. **Root Cause:** Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

Student Learning

Student Learning Summary

At Fred Moore over 85% of students are classified as At-Risk. Many of the students who are accepted have failed multiple core classes and have developed poor attendance habits. Many times, students are one to two years behind academically. By providing accelerated learning opportunities, many times students can graduate on time. With direct teach opportunities, which are STAAR test prep, students with multiple failed attempts finally obtain a passing score. Qualitative data from student feedback indicates concern that if some had stayed on their traditional campus, they most likely would have dropped out. Fred Moore has made steady progress in increasing enrollment number of students in special populations, specifically the area of special education, and the At-Risk numbers have increased in the previous two years. Increased efforts are continuing with visiting campuses across the four comprehensive high schools. Additionally, over 325 students from across the district have been identified as potential FMHS candidates. These students, with the approval from their campus principals, will be given information about the Fred Moore program. During these visits, updated guidelines for the admission process, and transcript review will be discussed with potential students as well as campus counseling teams. Additional enrollment pushes are underway. Each comprehensive high school in the district has been contacted with FMHS criteria for application for enrollment. Each campus has a person in charge of reviewing potential applicants, and a pool of over 225 applicants for the year is currently in process.

EOC results 17-17 US history passing rate for 2023 Spring graduating class 90% yearly passing rate

55% passing rate English 2

64% Algebra 1 passing rate

CCMR rate 90% final rating for TEA for 22-23 class

22-23 TEA Accountability rating: A- Grade: 100% (TEA Alternative Accreditation Agency) AEA

Student Learning Strengths

Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum. The online platform makes very close monitoring possible. Go Guardian is used by staff to monitor daily.

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

District-approved tutors have been hired for FMHS to assist students with their Math remediation.

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

Teachers offer students various learning platforms, including online instruction, paper-based curriculum, videos, direct teaching.

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

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

Student are offered different elective choices through E-Dynamic Learning. FMHS uses this for our career and elective courses to evaluate its effectiveness.

Last year extracurricular clubs and service organizations available for students increased with additional club offerings made available by staff.

CCMR coursework for all students ensures every graduate is college, career, or military ready. FMHS has expanded the opportunities offered to allow different pathways for students to meet the CCMR standard. Additions include: Security Certification, Floral Design

(Please see CCMR chart in Addendums). Additional Fine Arts courses have been added to the curriculum with the addition of Art 1 and Art 2. Theatre Arts 1 and 2 courses have been added in addition to two Social Studies offerings in Psychology and Sociology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the district. Finding ways to increase the advanced academic course offerings through cooperative learning opportunities with NCTC/UNT/TWU . Add PSAT, SAT, TSI to the testing areas for students during the school day. **Root Cause:** Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

Problem Statement 2 (Prioritized): Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities. Use ESSR funding to continue our tutoring programs throughout the school year to supplement Algebra mastery. HB 4545 required remediation. **Root Cause:** Need to build on the instruction that various campuses from which we enroll students have used for Algebra instruction. and supplement the learning with trying to cover the gaps which exist with our students.

School Processes & Programs

School Processes & Programs Summary

Fred Moore has created a positive caring environment for students, faculty, staff, and families. The Fred Moore administration strives to get input from all staff and always informs all stakeholders about decisions made at the campus level and why those decisions were made. Staff feels comfortable coming to the administration with concerns or comments and together work to obtain solutions. Typically, there is rare teacher turnover, as teachers feel comfortable and enjoy their work environment. The administration also provides opportunities for teachers and staff to take on leadership roles within the campus and at the district level to tackle projects and support the campus. There has been consistent support for the staff to take on new responsibility as the need arises. Continued emphasis has been discussed and will be implemented to deliver professional development for teachers both on campus and off. Teachers have been asked to help develop their professional learning throughout the year and will be supported by budgeting through administration.

School Processes & Programs Strengths

- Every teacher is Highly Qualified and certified in their teaching area
- Additional courses offered in Fine Arts, Sociology, Theatre
- Teachers are provided with professional learning opportunities
- Decision making is site based to the extent possible with teacher and staff input respected
- Staff feels supported and heard by the administrator
- Shared vision of Professional Learning consistently practiced

- Campus funds are utilized in support of meeting the needs of students
- Flexibility of scheduling promotes acceleration of credits earned
- Teachers, staff, and parents are active members of the Campus Leadership Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment. **Root Cause:** Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom. Continuing to look at ways to add without getting too far away from the basics of accelerated learning.

Perceptions

Perceptions Summary

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

FMHS teachers are highly qualified in their fields of instruction and provide rigorous coursework with self-paced instruction. By focusing on the credits needed for advancement, students can progress steadily towards their graduation goal. When students graduate, they will be ready for the next step in life, whether it is a college/ university, trade school, the military, or the workforce.

The FMHS school motto is Dedication, Direction, Discovery, we explain to our students that the motto truly describes the Fred Moore Experience. Students MUST be dedicated to be successful at Fred Moore. Students are provided the road map, giving them the direction needed to accomplish their goal.

Perceptions Strengths

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

What we offer to our students at Fred Moore:

- **Early graduation**. We offer two graduation ceremonies each year in the Fall and Spring. Commencement is held at The Fine Arts Center at Ryan High School.
- **Recommended and distinguished diplomas**. Fred Moore students receive the same high-school diplomas offered by the district's traditional campuses. These are accepted at all accredited colleges and universities.

- **Rigorous curriculum**. Coursework is provided online, and each FMHS student is provided a device on which to work. Lessons are completed independently with teacher tutoring and support.
- **Accelerated pacing**. Students are enrolled in the next course on their graduation plan as soon as they are ready to begin, rather than at the end of the semester.
- **Mentoring program**. In collaboration with UNT's High School Career Connect Department, students are assigned a mentor who helps prepare them to navigate the world beyond high school.
- **College and Career Center**. We provide test preparation (STAAR, ACT, SAT, TSI, ASVAB), resume writing assistance, and application support for jobs, colleges,and the FAFSA.
- **Clubs and organizations**. Our school provides a variety of clubs and leadership organizations that allow students to support their campus and community, foster friendships, and learn new skills.
- **Field trips**. We offer outings that promote STEM enrichment, cultural awareness, and college and career readiness.
- **Leadership and Attendance incentives**. We are a rewards-based campus that recognizes student achievements both inside and outside the classroom.
- **Scholarship opportunities**. Our staff encourages and assists with scholarship opportunities and applications.
- **College and Career Fairs** for both Fall and Spring semesters.
- **Industry Leaders** visit the campus and meet with students to discuss their goals and after graduation plans

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. Bringing professional development to the campus and offering off campus teacher-selected professional development ideas and workshops. **Root Cause:** Need for growth without sacrificing the smaller teacher to student ratio. Continued variation of accelerated learning model without sacrificing established norms.

Priority Problem Statements

Problem Statement 1: Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the district. Finding ways to increase the advanced academic course offerings through cooperative learning opportunities with NCTC/UNT/TWU . Add PSAT, SAT, TSI to the testing areas for students during the school day.

Root Cause 1: Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Ability to reach all district campuses to discuss the areas in which FMHS can help serve more students, increasing overall enrollment and graduation rates, but at the same time not overpopulate the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process, understanding that staffing differences do still limit some services.

Root Cause 2: Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities. Use ESSR funding to continue our tutoring programs throughout the school year to supplement Algebra mastery. HB 4545 required remediation.

Root Cause 3: Need to build on the instruction that various campuses from which we enroll students have used for Algebra instruction. and supplement the learning with trying to cover the gaps which exist with our students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment.

Root Cause 4: Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom. Continuing to look at ways to add without getting too far away from the basics of accelerated learning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. Bringing professional development to the campus and offering off campus teacher-selected professional development ideas and workshops.

Root Cause 5: Need for growth without sacrificing the smaller teacher to student ratio. Continued variation of accelerated learning model without sacrificing established norms.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Guiding Outcomes

Guiding Outcome 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: Continue to look at various formats for delivery to enhance continued engagement of students. Adjust curriculum to include project-based learning.

Evaluation Data Sources: Course completion rate, student course survey.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Student survey results tabulated for each course completion with feedback offered to teacher. Reviewed by administration. **Strategy's Expected Result/Impact:** Evaluation of course to see what parts students felt were the best and prepared them, and also offers feedback to where course might have areas to improve. **Staff Responsible for Monitoring:** All teachers **TEA Priorities:** Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities. Use ESSR funding to continue our tutoring programs throughout the school year to supplement Algebra mastery. HB 4545 required remediation. **Strategy's Expected Result/Impact:** All students will meet expectations for the Algebra I EOC. **Staff Responsible for Monitoring:** Principal ESSER Tutors **Title I:** 2.4 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - State Compensatory Education (SCE) - $4,000			

 No Progress Accomplished Continue/Modify Discontinue

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

Evaluation Data Sources: Staff Luncheons, graduation recognitions, Teacher Appreciation Week, Monthly staff pot luck / birthday celebrations

Strategy 1 Details	Formative Reviews		
Strategy 1: Be intentional about monthly meetings and calendar appointments.	Formative		
	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 3: Growth & Management

In pursuit of excellence, we will:

* Recruit, employ and retain high quality teachers
* 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
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Weekly updated CCMR spreadsheet, UNT/TWU/NCTC other colleges and trade schools follow up enrollment updates from counseling. Student graduation completion survey. **Strategy's Expected Result/Impact:** Following the path after high school and keeping up with graduates to continue to support. **Staff Responsible for Monitoring:** Administration and Counseling **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy**			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: Compare CCMR, Student Achievement, STAAR EOC data with previous year and compare to state and district averages.

Evaluation Data Sources: TEA Accountability Report
TAPR
CCMR (District Data Dashboard)
EOC June, December, May reporting

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Student survey results tabulated for each course completion with feedback offered to teacher. Reviewed by administration.
3	1	1	Weekly updated CCMR spreadsheet, UNT/TWU/NCTC other colleges and trade schools follow up enrollment updates from counseling. Student graduation completion survey.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Student survey results tabulated for each course completion with feedback offered to teacher. Reviewed by administration.
3	1	1	Weekly updated CCMR spreadsheet, UNT/TWU/NCTC other colleges and trade schools follow up enrollment updates from counseling. Student graduation completion survey.

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Fred Younkman	Principal
Administrator	Toby Thomason	Admin Associate/Assistant Principal
Paraprofessional	Stephanie Lundgren	Registrar/Administrative Assistant
Counselor	Christina Smith	Counselor
Classroom Teacher	Julie Phillips	Teacher
Classroom Teacher	Countressa Ware Jones	Teacher

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$4,000.00
				Sub-Total	$4,000.00

Addendums

Texas Education Agency
2020-21 STAAR Performance
FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	71%	**91%**	*	*	100%	-	-	-	-	*	-	*	88%	80%	*
	2019	68%	70%	**38%**	*	40%	*	-	-	-	-	-	-	20%	*	50%	*
At Meets Grade Level or Above	2021	50%	55%	**55%**	*	*	40%	-	-	-	-	*	-	*	50%	60%	*
	2019	50%	56%	**25%**	*	20%	*	-	-	-	-	-	-	0%	*	33%	*
At Masters Grade Level	2021	12%	15%	**9%**	*	*	0%	-	-	-	-	*	-	*	0%	0%	*
	2019	11%	15%	**0%**	*	0%	*	-	-	-	-	-	-	0%	*	0%	*
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	73%	**71%**	60%	*	83%	-	-	-	-	*	*	67%	75%	75%	-
	2019	68%	69%	**74%**	80%	75%	67%	-	-	-	-	*	-	64%	88%	69%	*
At Meets Grade Level or Above	2021	57%	57%	**43%**	40%	*	50%	-	-	-	-	*	*	17%	63%	50%	-
	2019	49%	51%	**47%**	60%	38%	50%	-	-	-	-	*	-	27%	75%	38%	*
At Masters Grade Level	2021	11%	11%	**0%**	0%	*	0%	-	-	-	-	*	*	0%	0%	0%	-
	2019	8%	9%	**5%**	20%	0%	0%	-	-	-	-	*	-	9%	0%	8%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	73%	*	*	*	*	-	-	-	-	-	-	-	*	*	*
	2019	85%	86%	**100%**	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2021	41%	40%	*	*	*	*	-	-	-	-	-	-	-	*	*	*
	2019	61%	64%	**67%**	-	*	*	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2021	23%	21%	*	*	*	*	-	-	-	-	-	-	-	*	*	*
	2019	37%	42%	**50%**	-	*	*	-	-	-	-	-	-	*	*	*	*
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	81%	**88%**	*	*	*	-	-	-	-	*	-	*	100%	80%	*
	2019	88%	87%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2021	55%	54%	**38%**	*	*	*	-	-	-	-	*	-	*	33%	40%	*
	2019	62%	64%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2021	22%	18%	**0%**	*	*	*	-	-	-	-	*	-	*	0%	0%	*
	2019	25%	26%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
End of Course U.S. History																	

Texas Education Agency

2020-21 STAAR Performance

FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	89%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
	2019	93%	93%	**83%**	*	*	83%	-	-	*	-	-	-	80%	86%	*	*
At Meets Grade Level or Above	2021	69%	71%	**57%**	*	33%	75%	-	-	-	-	*	-	50%	67%	54%	*
	2019	73%	75%	**75%**	*	*	83%	-	-	*	-	-	-	80%	71%	*	*
At Masters Grade Level	2021	43%	44%	**29%**	*	0%	42%	-	-	-	-	*	-	17%	44%	31%	*
	2019	45%	45%	**42%**	*	*	50%	-	-	*	-	-	-	60%	29%	*	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	100%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2021	69%	93%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
At Masters Grade Level	2021	14%	16%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**90%**	81%	87%	97%	-	-	-	-	80%	*	88%	92%	89%	80%
	2019	78%	81%	**75%**	75%	73%	76%	-	-	*	-	*	-	64%	87%	68%	56%
At Meets Grade Level or Above	2021	41%	42%	**49%**	44%	40%	57%	-	-	-	-	30%	*	46%	51%	51%	60%
	2019	50%	54%	**54%**	63%	41%	65%	-	-	*	-	*	-	32%	78%	43%	33%
At Masters Grade Level	2021	18%	18%	**13%**	13%	7%	17%	-	-	-	-	10%	*	13%	14%	14%	20%
	2019	24%	26%	**21%**	25%	23%	18%	-	-	*	-	*	-	20%	22%	14%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	**80%**	67%	80%	91%	-	-	-	-	*	*	78%	81%	77%	*
	2019	75%	78%	**63%**	67%	62%	63%	-	-	-	-	*	-	50%	82%	63%	40%
At Meets Grade Level or Above	2021	45%	46%	**48%**	56%	40%	45%	-	-	-	-	*	*	33%	56%	54%	*
	2019	48%	52%	**41%**	50%	31%	50%	-	-	-	-	*	-	19%	73%	37%	20%
At Masters Grade Level	2021	18%	19%	**4%**	11%	0%	0%	-	-	-	-	*	*	11%	0%	0%	*
	2019	21%	24%	**4%**	17%	0%	0%	-	-	-	-	*	-	6%	0%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	67%	**100%**	*	*	100%	-	-	-	-	-	-	*	100%	*	*
	2019	82%	85%	**100%**	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2021	37%	37%	**43%**	*	*	40%	-	-	-	-	-	-	*	33%	*	*
	2019	52%	55%	**67%**	-	*	*	-	-	-	-	-	-	*	*	*	*

Texas Education Agency
2020-21 STAAR Performance
FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	16%	**14%**	*	*	0%	-	-	-	-	-	-	*	17%	*	*
	2019	26%	29%	**50%**	-	*	*	-	-	-	-	-	-	*	*	*	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	**88%**	*	*	*	-	-	-	-	*	-	*	100%	80%	*
	2019	81%	84%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2021	44%	43%	**38%**	*	*	*	-	-	-	-	*	-	*	33%	40%	*
	2019	54%	58%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2021	20%	17%	**0%**	*	*	*	-	-	-	-	*	-	*	0%	0%	*
	2019	25%	27%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
	2019	81%	82%	**83%**	*	*	83%	-	-	*	-	-	-	80%	86%	*	*
At Meets Grade Level or Above	2021	49%	49%	**57%**	*	33%	75%	-	-	-	-	*	-	50%	67%	54%	*
	2019	55%	56%	**75%**	*	*	83%	-	-	*	-	-	-	80%	71%	*	*
At Masters Grade Level	2021	29%	28%	**29%**	*	0%	42%	-	-	-	-	*	-	17%	44%	31%	*
	2019	33%	34%	**42%**	*	*	50%	-	-	*	-	-	-	60%	29%	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

GALLUP

EMPLOYEE ENGAGEMENT REPORT

2022-2023 Denton ISD End of Year Employee Engagement Survey

Direct | YOUNKMAN, FREDDY | All - All

May 15, 2023 - May 26, 2023 | Total Respondents : 9

Mean

Change	Respondents	Percentile Rank
-0.08	9	74th

The mean is greater than 74% of those in the Gallup Overall database.

Highest Q12 Items

Q03. Opportunity to do Best

Q07. Opinions Count

Lowest Q12 Items

Q02. Materials and Equipment

Q04. Recognition

Mean Scores compared to Gallup Overall Database: < 25th Percentile | 25-49th Percentile | 50-74th Percentile | 75-89th Percentile | >= 90th Percentile

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Engagement Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents	Engagement Index
4.40	-0.08	74	9	Engagement Index is unavailable for the currently selected scorecard.

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	9	4.11	4.23	-0.12	49	3.90
Q01: I know what is expected of me at work.	9	4.67	4.69	-0.02	68	4.46
Q02: I have the materials and equipment I need to do my work right.	9	4.11	4.69	↓ -0.58	40	4.15
Q03: At work, I have the opportunity to do what I do best every day.	9	4.67	4.58	0.09	83	4.23
Q04: In the last seven days, I have received recognition or praise for doing good work.	9	4.11	4.31	↓ -0.20	65	3.48
Q05: My supervisor, or someone at work, seems to care about me as a person.	9	4.78	4.92	-0.14	81	4.25
Q06: There is someone at work who encourages my development.	9	4.33	4.54	↓ -0.21	65	4.04
Q07: At work, my opinions seem to count.	9	4.56	4.31	↑ +0.25	83	3.69
Q08: The mission or purpose of my organization makes me feel my job is important.	9	4.22	4.54	↓ -0.32	51	4.04
Q09: My associates or fellow employees are committed to doing quality work.	9	4.56	4.46	0.10	74	4.06
Q10: I have a best friend at work.	9	4.00	4.00	0.00	65	3.85
Q11: In the last six months, someone at work has talked to me about my progress.	9	4.22	4.38	-0.16	56	3.75
Q12: This last year, I have had opportunities at work to learn and grow.	9	4.56	4.38	0.18	75	4.06

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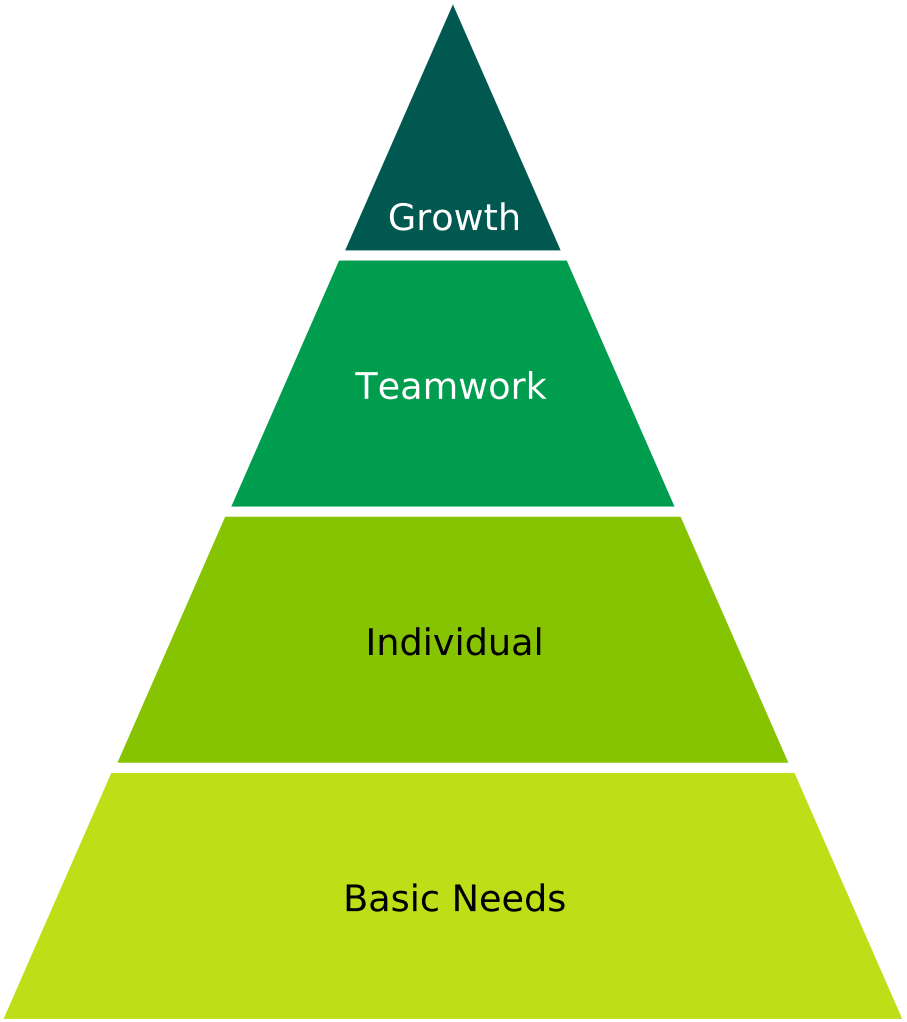
Engagement Hierarchy



Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

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ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.39	↓ -0.30	53	9

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	9	4.67	4.69	-0.02	68	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	9	4.11	4.69	↓ -0.58	40	4.15

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ENGAGEMENT HIERARCHY

Individual - What do I give?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.47	-0.12	72	9

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	9	4.67	4.58	0.09	83	4.23
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	9	4.11	4.31	↓ -0.20	65	3.48
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	9	4.78	4.92	-0.14	81	4.25
Q06: Development There is someone at work who encourages my development.	9	4.33	4.54	↓ -0.21	65	4.04

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ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	0.00	68	9

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	9	4.56	4.31	↑ +0.25	83	3.69
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	9	4.22	4.54	↓ -0.32	51	4.04
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	9	4.56	4.46	0.10	74	4.06
Q10: Best Friend I have a best friend at work.	9	4.00	4.00	0.00	65	3.85

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ENGAGEMENT HIERARCHY

Growth - How can I grow?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.39	0.01	65	9

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	9	4.22	4.38	-0.16	56	3.75
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	9	4.56	4.38	0.18	75	4.06

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Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

Engagement Index is unavailable for the currently selected scorecard.

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My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
9	4.33	4.62	↓ -0.29	51	3.91

My workplace is committed to building the strengths of each employee.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
9	4.11	4.46	↓ -0.35	60	3.72

I plan to be working at my organization one year from now.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
9	4.56	4.69	-0.13	59	4.35

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
9	3.78	4.15	↓ -0.37	31	3.82

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I have enough time to complete everything I need to do at work.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
9	3.89	3.77	0.12	66	3.44

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
9	3.67	3.85	-0.18	49	3.34

What is the most important action your supervisor could take to positively impact your engagement?

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
*	*	7	*

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FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database < 25th Percentile 25-49th Percentile 50-74th Percentile 75-89th Percentile >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

Sentiment Distribution Positive Negative Neutral Mixed

Sentiment Distribution is not available when n<50

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

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GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q¹²®). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the Q¹²® items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q¹²® survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

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"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Gallup Overall): Used as a benchmark to determine how your team's results compare to other workgroups within the Gallup Overall of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

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GALLUP

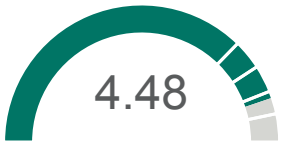
EMPLOYEE ENGAGEMENT REPORT

2022 Denton ISD Employee Engagement Survey

Direct | YOUNKMAN, FREDDY | All - All

Oct 17, 2022 - Oct 31, 2022 | Total Respondents : 13

Mean



Change	Respondents	Percentile Rank
0.00	13	80th

The mean is greater than 80% of those in the Gallup Overall database.

Highest Q12 Items

Q02. Materials and Equipment

Q05. Cares About Me

Lowest Q12 Items

Q01. Know What's Expected

Q10. Best Friend

Mean Scores compared to Gallup Overall Database: < 25th Percentile | 25-49th Percentile | 50-74th Percentile | 75-89th Percentile | >= 90th Percentile

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Engagement Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents	Engagement Index
	0.00	80	13	Engagement Index is unavailable for the currently selected scorecard.

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	13	4.23	4.38	-0.15	59	3.94
Q01: I know what is expected of me at work.	13	4.69	4.42	↑ +0.27	68	4.46
Q02: I have the materials and equipment I need to do my work right.	13	4.69	4.54	0.15	83	4.09
Q03: At work, I have the opportunity to do what I do best every day.	12	4.58	4.69	-0.11	78	4.18
Q04: In the last seven days, I have received recognition or praise for doing good work.	13	4.31	4.50	-0.19	75	3.46
Q05: My supervisor, or someone at work, seems to care about me as a person.	13	4.92	4.77	0.15	90	4.28
Q06: There is someone at work who encourages my development.	13	4.54	4.46	0.08	79	4.09
Q07: At work, my opinions seem to count.	13	4.31	4.54	↓ -0.23	71	3.77
Q08: The mission or purpose of my organization makes me feel my job is important.	13	4.54	4.62	-0.08	74	4.08
Q09: My associates or fellow employees are committed to doing quality work.	13	4.46	4.77	↓ -0.31	68	4.19
Q10: I have a best friend at work.	13	4.00	3.89	0.11	63	3.71
Q11: In the last six months, someone at work has talked to me about my progress.	13	4.38	4.08	↑ +0.30	66	3.68
Q12: This last year, I have had opportunities at work to learn and grow.	13	4.38	4.45	-0.07	63	4.18

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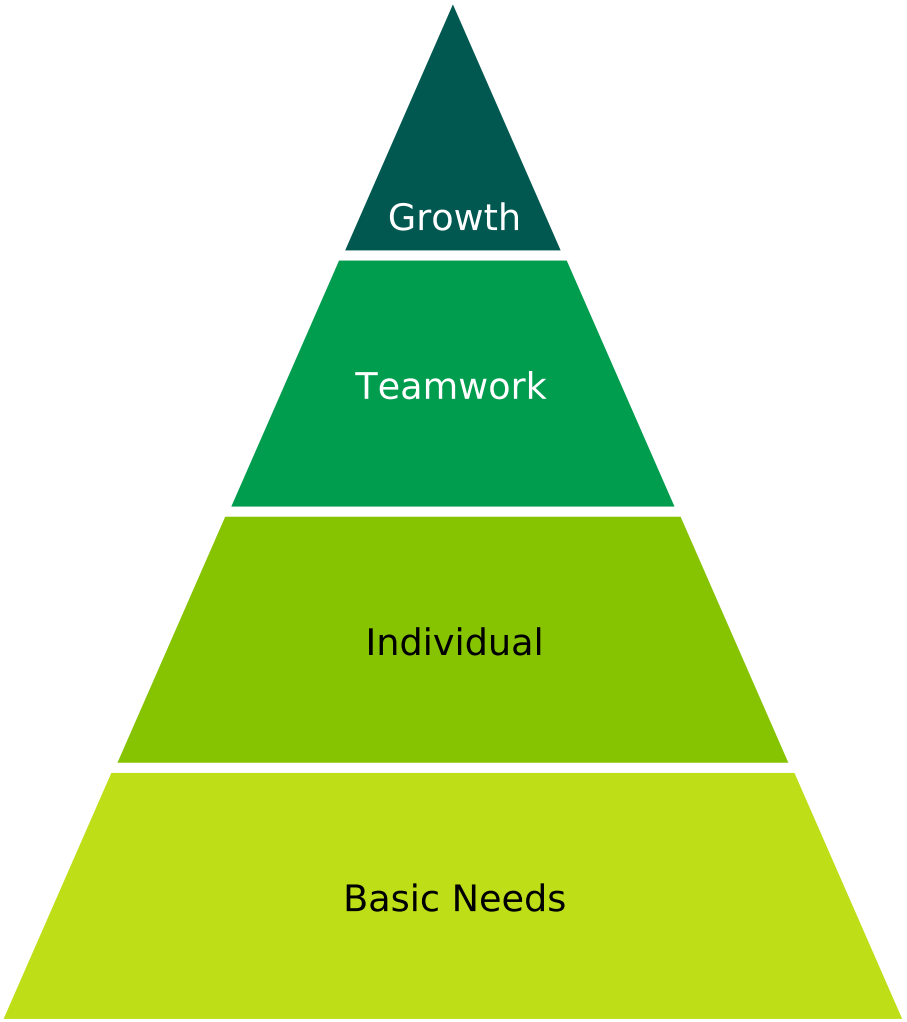
Engagement Hierarchy



Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

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ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.69	↑ + 0.21	78	13

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	13	4.69	4.42	↑ +0.27	68	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	13	4.69	4.54	0.15	83	4.09

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ENGAGEMENT HIERARCHY

Individual - What do I give?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.59	-0.02	80	13

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	12	4.58	4.69	-0.11	78	4.18
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	13	4.31	4.50	-0.19	75	3.46
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	13	4.92	4.77	0.15	90	4.28
Q06: Development There is someone at work who encourages my development.	13	4.54	4.46	0.08	79	4.09

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ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.33	-0.12	69	13

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	13	4.31	4.54	↓ -0.23	71	3.77
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	13	4.54	4.62	-0.08	74	4.08
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	13	4.46	4.77	↓ -0.31	68	4.19
Q10: Best Friend I have a best friend at work.	13	4.00	3.89	0.11	63	3.71

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ENGAGEMENT HIERARCHY

Growth - How can I grow?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
4.38	0.11	65	13

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	13	4.38	4.08	↑ +0.30	66	3.68
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	13	4.38	4.45	-0.07	63	4.18

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Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

Engagement Index is unavailable for the currently selected scorecard.

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My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
13	4.62	4.54	0.08	71	4.05

My workplace is committed to building the strengths of each employee.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
13	4.46	4.62	-0.16	82	3.85

I plan to be working at my organization one year from now.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
13	4.69	5.00	↓ -0.31	72	4.24

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
13	4.15	*	*	50	3.86

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I have enough time to complete everything I need to do at work.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
13	3.77	*	*	73	3.11

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
13	3.85	*	*	61	3.47

What is the most important action your supervisor could take to positively impact your engagement?

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
7	*	*	*

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FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database < 25th Percentile 25-49th Percentile 50-74th Percentile 75-89th Percentile >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

Sentiment Distribution Positive Negative Neutral Mixed

Sentiment Distribution is not available when n<50

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

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GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q¹²®). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the Q¹²® items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q¹²® survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

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"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Gallup Overall): Used as a benchmark to determine how your team's results compare to other workgroups within the Gallup Overall of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

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STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Points Possible									
												13		13		14		12		7	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Points Possible									
												13		13		14		12		7	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations	
												Number of Points Possible									
												13		13		14		12		7	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	7	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	7	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
												Number of Points Possible									
												11		10		10		11		11	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		7	3794	3	43	4	57	2	29	1	14	4.3	39	4.0	40	3.3	33	4.1	38	4.4	40
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	5	3706	2	40	3	60	1	20	0	0	3.8	35	3.6	36	2.8	28	4.0	36	3.8	35
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	7	3794	3	43	4	57	2	29	1	14	4.3	39	4.0	40	3.3	33	4.1	38	4.4	40
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	5	3894	2	40	3	60	2	40	1	20	4.8	44	4.6	46	3.8	38	4.4	40	5.0	45
Identified as Emergent Bilingual/English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		5	3705	3	60	2	40	1	20	1	20	3.8	35	3.6	36	2.8	28	4.0	36	3.8	35
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	7	3794	3	43	4	57	2	29	1	14	4.3	39	4.0	40	3.3	33	4.1	38	4.4	40
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3741	3	50	3	50	1	17	1	17	4.0	36	3.8	38	2.8	28	4.0	36	4.2	38
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	6	3672	3	50	3	50	1	17	0	0	3.7	33	3.3	33	2.7	27	3.7	33	3.8	35
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	3	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	3	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
											1		2		3		4		5	
											Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
											Number of Points Possible									
											11		10		10		11		11	
											Number of Points Achieved									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
												1		2		3		4		5	
												Cell Structure and Function		Mechanisms of Genetics		Biological Evolution and Classification		Biological Processes and Systems		Interdependence within Environmental Systems	
												Number of Points Possible									
												11		10		10		11		11	
												Number of Points Achieved									
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	11	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	11	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											32		32	
											Number of Points Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	11	3908	4	36	7	64	5	45	1	9	17.7	55	14.2	44
Male	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	8	3990	3	38	5	63	4	50	1	13	19.4	61	14.9	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	7	3920	2	29	5	71	4	57	0	0	18.4	58	14.3	45
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	7	3871	2	29	5	71	4	57	0	0	17.0	53	14.4	45
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	11	3908	4	36	7	64	5	45	1	9	17.7	55	14.2	44
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	7	4076	1	14	6	86	5	71	1	14	19.9	62	17.6	55
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	7	3796	4	57	3	43	1	14	1	14	16.3	51	11.3	35
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	11	3908	4	36	7	64	5	45	1	9	17.7	55	14.2	44
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	10	3860	4	40	6	60	4	40	1	10	17.0	53	13.2	41
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	6	4171	0	0	6	100	5	83	1	17	20.7	65	20.0	63
Section 504 *Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	5	4205	0	0	5	100	4	80	1	20	20.6	64	21.0	66
Gifted/Talented *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3593	4	80	1	20	0	0	0	0	14.2	44	7.2	23
No Information Provided	5	4126	0	0	5	100	4	80	1	20	19.8	62	19.2	60
At-Risk *Yes*	9	3832	3	33	6	67	4	44	0	0	16.8	52	13.1	41
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

English I

All Students

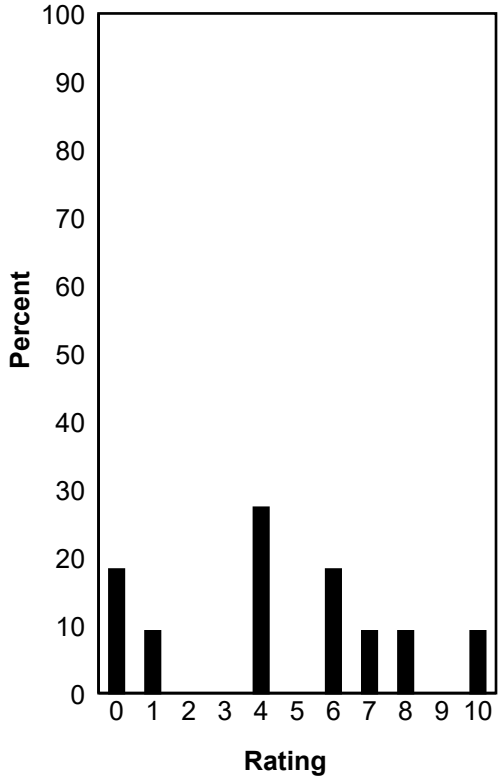
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Expository Composition

Rating	#	%
0	2	18
1	1	9
2	0	0
3	0	0
4	3	27
5	0	0
6	2	18
7	1	9
8	1	9
9	0	0
10	1	9
Total	11	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		5	4137	1	20	4	80	3	60	1	20	21.4	67	17.6	55
Male		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		5	4137	1	20	4	80	3	60	1	20	21.4	67	17.6	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		4	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	4137	1	20	4	80	3	60	1	20	21.4	67	17.6	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	4137	1	20	4	80	3	60	1	20	21.4	67	17.6	55
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

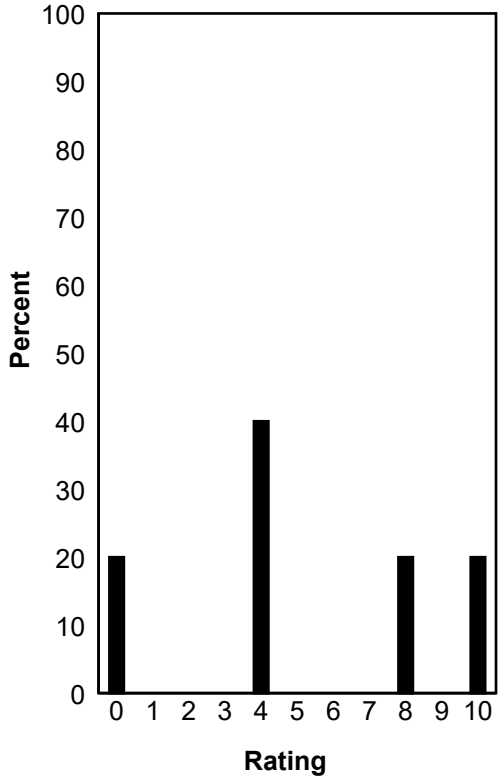
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Expository Composition

Rating	#	%
0	1	20
1	0	0
2	0	0
3	0	0
4	2	40
5	0	0
6	0	0
7	0	0
8	1	20
9	0	0
10	1	20
Total	5	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	6	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	6	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		6	3717	3	50	3	50	2	33	0	0	14.7	46	11.3	35
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		3	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3717	3	50	3	50	2	33	0	0	14.7	46	11.3	35
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3717	3	50	3	50	2	33	0	0	14.7	46	11.3	35
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3717	3	50	3	50	2	33	0	0	14.7	46	11.3	35
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	3716	2	40	3	60	2	40	0	0	14.4	45	11.8	37
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English I

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

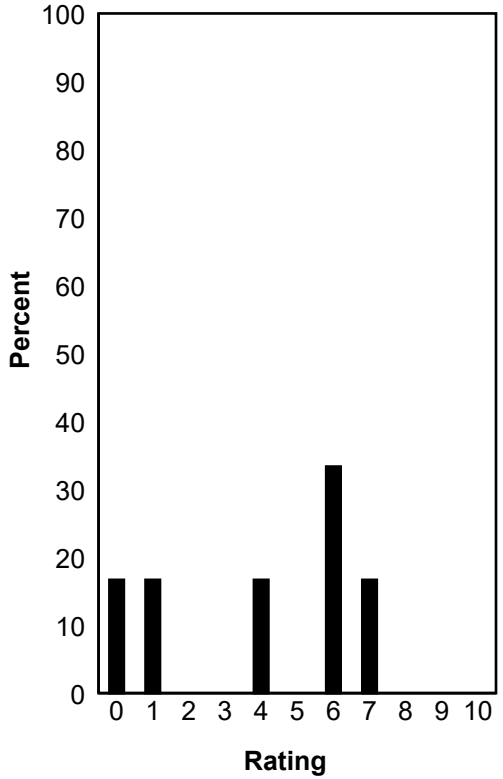
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Expository Composition

Rating	#	%
0	1	17
1	1	17
2	0	0
3	0	0
4	1	17
5	0	0
6	2	33
7	1	17
8	0	0
9	0	0
10	0	0
Total	6	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	11	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	11	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		11	3572	8	73	3	27	2	18	0	0	13.0	41	9.3	29
Male		6	3777	3	50	3	50	2	33	0	0	16.5	52	12.0	38
Female		5	3327	5	100	0	0	0	0	0	0	8.8	28	6.0	19
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		5	3795	3	60	2	40	2	40	0	0	15.6	49	13.6	43
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		5	3388	4	80	1	20	0	0	0	0	11.2	35	5.6	18
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	7	3713	5	71	2	29	2	29	0	0	15.1	47	11.0	34
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	11	3572	8	73	3	27	2	18	0	0	13.0	41	9.3	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	7	3623	5	71	2	29	1	14	0	0	12.9	40	10.3	32
Identified as Emergent Bilingual/English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		7	3506	5	71	2	29	1	14	0	0	12.7	40	7.7	24
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	11	3572	8	73	3	27	2	18	0	0	13.0	41	9.3	29
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	10	3616	7	70	3	30	2	20	0	0	13.7	43	9.8	31
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	7	3623	5	71	2	29	1	14	0	0	12.9	40	10.3	32
Section 504	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	5	3675	4	80	1	20	1	20	0	0	13.8	43	10.6	33
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	6	3488	5	83	1	17	0	0	0	0	10.7	33	8.0	25
At-Risk	*Yes*	10	3507	8	80	2	20	1	10	0	0	11.9	37	8.2	26
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

English II

All Students

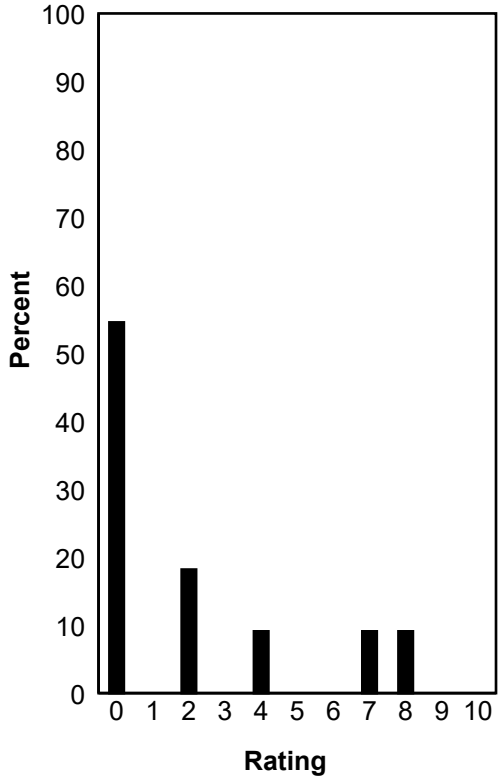
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Persuasive Composition

Rating	#	%
0	6	55
1	0	0
2	2	18
3	0	0
4	1	9
5	0	0
6	0	0
7	1	9
8	1	9
9	0	0
10	0	0
Total	11	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	6	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	6	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		6	3636	4	67	2	33	2	33	0	0	13.5	42	11.2	35
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		3	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3636	4	67	2	33	2	33	0	0	13.5	42	11.2	35
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3636	4	67	2	33	2	33	0	0	13.5	42	11.2	35
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	3636	4	67	2	33	2	33	0	0	13.5	42	11.2	35
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	3519	4	80	1	20	1	20	0	0	11.4	36	9.4	29
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English II

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

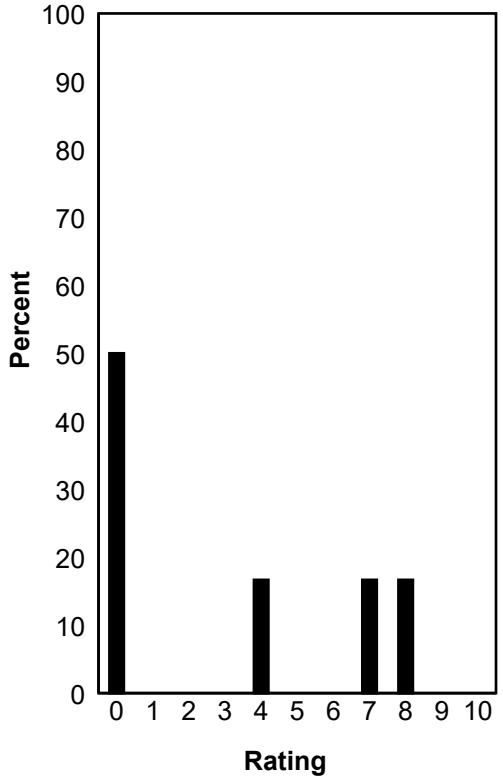
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Persuasive Composition

Rating	#	%
0	3	50
1	0	0
2	0	0
3	0	0
4	1	17
5	0	0
6	0	0
7	1	17
8	1	17
9	0	0
10	0	0
Total	6	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												32		32	
												Number of Points Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		5	3495	4	80	1	20	0	0	0	0	12.4	39	7.0	22
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		2	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	3495	4	80	1	20	0	0	0	0	12.4	39	7.0	22
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	3495	4	80	1	20	0	0	0	0	12.4	39	7.0	22
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	3495	4	80	1	20	0	0	0	0	12.4	39	7.0	22
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

English II

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

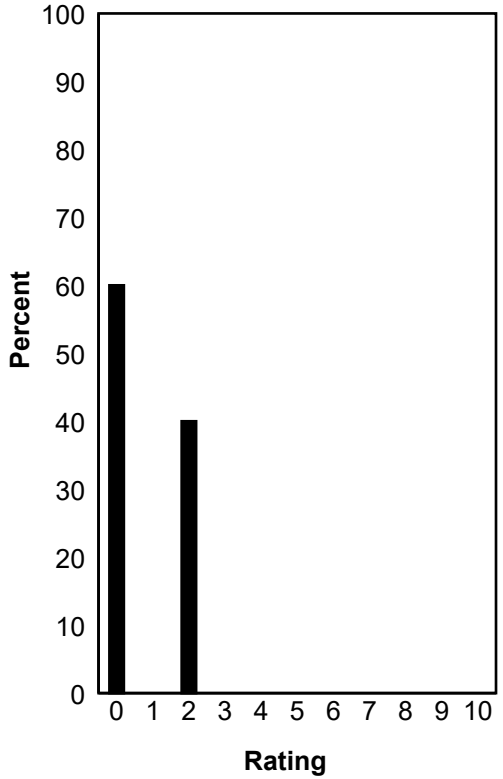
Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Persuasive Composition

Rating	#	%
0	3	60
1	0	0
2	2	40
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
Total	5	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	18	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	18	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												37		13		10		18	
												Number of Points Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		18	4063	0	0	18	100	9	50	5	28	17.0	46	6.9	53	4.9	49	9.3	52
Male		7	3988	0	0	7	100	2	29	1	14	14.9	40	6.6	51	4.9	49	9.3	52
Female		11	4110	0	0	11	100	7	64	4	36	18.4	50	7.1	55	5.0	50	9.3	52
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		7	4122	0	0	7	100	4	57	2	29	18.6	50	7.1	55	4.9	49	9.4	52
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		7	4097	0	0	7	100	4	57	3	43	17.4	47	7.3	56	5.1	51	9.4	52
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	11	3981	0	0	11	100	4	36	2	18	15.6	42	6.5	50	4.6	46	8.7	48
	No	7	4191	0	0	7	100	5	71	3	43	19.1	52	7.6	58	5.4	54	10.1	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	18	4063	0	0	18	100	9	50	5	28	17.0	46	6.9	53	4.9	49	9.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	6	4021	0	0	6	100	2	33	2	33	16.7	45	6.8	53	4.2	42	9.0	50
	No Information Provided	12	4084	0	0	12	100	7	58	3	25	17.2	46	6.9	53	5.3	53	9.4	52
Identified as Emergent Bilingual/English Learner		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		15	4096	0	0	15	100	8	53	5	33	17.6	48	7.2	55	5.0	50	9.4	52
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	18	4063	0	0	18	100	9	50	5	28	17.0	46	6.9	53	4.9	49	9.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	16	4084	0	0	16	100	8	50	5	31	17.4	47	6.9	53	5.1	51	9.4	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	4115	0	0	5	100	2	40	2	40	17.4	47	7.6	58	4.8	48	9.8	54
	No Information Provided	11	4126	0	0	11	100	7	64	3	27	17.5	47	7.3	56	5.5	55	9.9	55
Section 504	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	3893	0	0	5	100	1	20	1	20	14.6	39	6.0	46	3.8	38	8.2	46
	No Information Provided	9	4112	0	0	9	100	5	56	3	33	18.0	49	6.9	53	5.6	56	9.3	52
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	3885	0	0	5	100	1	20	1	20	14.8	40	5.8	45	3.6	36	8.2	46
	No Information Provided	12	4084	0	0	12	100	7	58	3	25	17.2	46	6.9	53	5.3	53	9.4	52
At-Risk	*Yes*	16	4047	0	0	16	100	8	50	4	25	17.0	46	6.7	51	4.8	48	9.1	51
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	17	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	17	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												37		13		10		18	
												Number of Points Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		17	4085	0	0	17	100	9	53	5	29	17.4	47	7.1	55	5.0	50	9.3	52
Male		7	3988	0	0	7	100	2	29	1	14	14.9	40	6.6	51	4.9	49	9.3	52
Female		10	4152	0	0	10	100	7	70	4	40	19.2	52	7.5	58	5.1	51	9.3	52
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		7	4122	0	0	7	100	4	57	2	29	18.6	50	7.1	55	4.9	49	9.4	52
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		7	4097	0	0	7	100	4	57	3	43	17.4	47	7.3	56	5.1	51	9.4	52
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	10	4010	0	0	10	100	4	40	2	20	16.2	44	6.8	52	4.7	47	8.7	48
	No	7	4191	0	0	7	100	5	71	3	43	19.1	52	7.6	58	5.4	54	10.1	56
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	17	4085	0	0	17	100	9	53	5	29	17.4	47	7.1	55	5.0	50	9.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	4087	0	0	5	100	2	40	2	40	18.0	49	7.6	58	4.2	42	9.0	50
	No Information Provided	12	4084	0	0	12	100	7	58	3	25	17.2	46	6.9	53	5.3	53	9.4	52
Identified as Emergent Bilingual/English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		15	4096	0	0	15	100	8	53	5	33	17.6	48	7.2	55	5.0	50	9.4	52
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	17	4085	0	0	17	100	9	53	5	29	17.4	47	7.1	55	5.0	50	9.3	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	16	4084	0	0	16	100	8	50	5	31	17.4	47	6.9	53	5.1	51	9.4	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	11	4126	0	0	11	100	7	64	3	27	17.5	47	7.3	56	5.5	55	9.9	55
Section 504	*Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	9	4112	0	0	9	100	5	56	3	33	18.0	49	6.9	53	5.6	56	9.3	52
Gifted/Talented	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	12	4084	0	0	12	100	7	58	3	25	17.2	46	6.9	53	5.3	53	9.4	52
At-Risk	*Yes*	15	4071	0	0	15	100	8	53	4	27	17.5	47	6.9	53	4.9	49	9.1	51
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
												Number of Points Possible							
												37		13		10		18	
												Number of Points Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Denton Independent School District

LaGrone Academy

2023-2024 Improvement Plan

Mission Statement

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

Vision

At LaGrone Academy, we will:

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 16, 2023

Demographics

Demographics Summary

LaGrone Academy is a Denton ISD school of choice that opened in August 2021 serving 11th & 12th grade students full-time and all DISD campuses part-time with a focus on career and industry. Our gender enrollment consists of 58% female and 42% male. The majority of our students are white (52%) with Hispanic/Latin (30%) and Black/African American (15%) rounding out the top 3. 10% of our students are served with an IEP and 7% of the LaGrone population are Emerging Bilingual. 27% of the LaGrone students are served under Section 504. Most of our staff members are teaching CTE courses, with all CTE instructors joining us from Industry. Eight teachers are responsible for our core subjects (2 each in Math, Science, Social Studies, and English)and one designated teacher for Special Education support and instruction.

Demographics Strengths

LaGrone Academy is a School of Choice for DISD, providing students with an educational environment specifically focused on the student's areas of career-interest.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists. **Root Cause:** Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Problem Statement 2 (Prioritized): Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way. **Root Cause:** Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Student Learning

Student Learning Summary

LaGrone Academy serves 11th and 12th grade students. The US History EOC is the only state exam administered, based on grade level needs. However, EOCs of other content exams are administered for students in need of re-testing. In addition, other campus/grade level exams administered include: PSAT, TSI and SAT. Academic support classes are provided within the school day to support student needs regarding credit recovery as well as EOC instructional support. LaGrone focuses on CCMR accountability measures, as evidenced, with an 80% CCMR point acquisition in the 2022-2023 school year. CCMR will continue as our focus for the 2023-2024 school year.

Student Learning Strengths

Master Schedule - Our strengths include built in academic support through a carefully crafted master schedule. Additionally, academic support is provided through an 85-minute mid-day section between 2nd and 3rd period.

Smaller Learning Environment – Our setting is designed to accommodate 11th and 12th grades only. There is a current enrollment of 180 with an expected maximum capacity of approximately 500.

Career-Focused – Traditional high schools, with a focus on the core curriculum, often find elective coursework in isolation from core curriculum. Students have proven to be more engaged when new information can be related to areas of interest. Thus, the LaGrone Academy focuses on career pathways. In doing so, our staff seeks opportunities for the core to simultaneously support and strengthen the career content, allowing students to achieve the essential knowledge and skills of both. Students have opportunity through internships and practicums, certifications, and relevant student organizations related to their fields of study.

Culture & School of Choice – Our school of choice model significantly benefits the LaGrone learning environment. Because all students have chosen to attend LaGrone, a strong and positive culture is evident.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Results for AP testing are lower than desired. **Root Cause:** Teachers are in need of professional development, focused on teaching AP courses.

Problem Statement 2 (Prioritized): Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests) **Root Cause:** Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

LaGrone Academy's strength concerning school processes and the programs it offers is in the cross-curricular opportunities between CTE courses and core subjects. Students recognize the connections between the two, resulting in enhanced engagement, and an *All In a*ttitude!

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):
While extra-curricular opportunities are available, including clubs and organizations, they are limited. Additionally, with a smaller group of full-time students, the clubs and organizations have a smaller number of student participants. **Root Cause:** The leaders of clubs and organizations on the LaGrone campus did not collaborate in scheduling events that do not conflict with one another, keeping students from participating in multiple groups without conflict.

Problem Statement 2 (Prioritized): LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists. **Root Cause:** Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Problem Statement 3 (Prioritized): Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests) **Root Cause:** Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.

Problem Statement 4 (Prioritized): Results for AP testing are lower than desired. **Root Cause:** Teachers are in need of professional development, focused on teaching AP courses.

Problem Statement 5 (Prioritized): Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way. **Root Cause:** Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Perceptions

Perceptions Summary

LaGrone has focused efforts to engage our students in a variety of ways. Daily, we have staff members greet students as they arrive (our "first impressions" team) while upbeat music plays throughout our atrium area. On Fridays, we dance! Students and staff enthusiastically participate in group dances and encourage others to do so. In 2023/2024, we will be hosting *Coffee Talk* with administration and parents. We have surveyed the students to gain insight into interests and have several clubs and events in the works based upon the results. We frequently welcome outside visitors as all teachers are encouraged to invite speakers/experts to share experiences and ideas. In addition, and while it is informal, we daily make an effort to question students on how we're doing, how they are feeling, asking for suggestions on how to make LaGrone Academy better.

Perceptions Strengths

We have a positive vibe on the LaGrone campus. Students are slowly opening up to the freedoms that a smaller campus with a solid campus culture can offer them. Students that were struggling on the traditional campus are making good choices, good friends, good connections with their teachers, and good grades!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way. **Root Cause:** Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Problem Statement 2 (Prioritized): LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists. **Root Cause:** Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Priority Problem Statements

Problem Statement 1: LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.

Root Cause 1: Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: While extra-curricular opportunities are available, including clubs and organizations, they are limited. Additionally, with a smaller group of full-time students, the clubs and organizations have a smaller number of student participants.

Root Cause 2: The leaders of clubs and organizations on the LaGrone campus did not collaborate in scheduling events that do not conflict with one another, keeping students from participating in multiple groups without conflict.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests)

Root Cause 3: Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Results for AP testing are lower than desired.

Root Cause 4: Teachers are in need of professional development, focused on teaching AP courses.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.

Root Cause 5: Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Increase the passing rate of the US History STAAR/EOC.

High Priority

Evaluation Data Sources: Assessment Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide opportunity for all US History students to take the TEA Interim Assessment **Strategy's Expected Result/Impact:** Identify students' specific areas of need and provide individualized instruction based on results. **Staff Responsible for Monitoring:** Oehlschlaeger, Assistant Principal; Renteria, CTC **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide students with an intense 10-day STAAR/EOC review, utilizing ESSER funds. **Strategy's Expected Result/Impact:** Address high areas of need. **Staff Responsible for Monitoring:** Oehlschlaeger, Assistant Principal **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 - School Processes & Programs 3	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Provide an opportunity for teachers to attend STAAR/EOC-focused professional development. **Strategy's Expected Result/Impact:** Enhance teacher's knowledge and skills in address STAAR/EOC-specific skills. **Staff Responsible for Monitoring:** Bourland, Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 4	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Results for AP testing are lower than desired. **Root Cause**: Teachers are in need of professional development, focused on teaching AP courses.
Problem Statement 2: Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests) **Root Cause**: Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.
School Processes & Programs
Problem Statement 3: Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests) **Root Cause**: Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.
Problem Statement 4: Results for AP testing are lower than desired. **Root Cause**: Teachers are in need of professional development, focused on teaching AP courses.

Guiding Outcome 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 2: 100% of full-time students are mentored as measured by teacher-provided evidence.

High Priority

Evaluation Data Sources: Weekly mentoring checklist; mentoring sheet completed.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide a checklist weekly for teachers to use to mentor students, focusing on student success in academics. **Strategy's Expected Result/Impact:** Decrease in course failures. **Staff Responsible for Monitoring:** Bourland, Principal Oehlschlaeger, Assistant Principal **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 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: Increase and enhance communication to stakeholders including prospective students, current students and their families, and community members.

Evaluation Data Sources: Production and distribution of communication materials.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Develop a marketing and recruiting strategy to include the use of focused home campus presentations, community presentations, campus tours, marketing materials, weekly newsletter, social media and website. **Strategy's Expected Result/Impact:** Enhanced communication; increase in awareness of programs offered **Staff Responsible for Monitoring:** Bourland, Principal Seagle, Visual Arts **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Utilize the Food Truck as a means of advertising at school and community festivals. **Strategy's Expected Result/Impact:** Community will become more aware of the LaGrone Academy. Even though the Food Truck is only one piece of LaGrone, it is a good example of the excellence and positive school culture that has been established. **Staff Responsible for Monitoring:** Oehlschlaeger, Assistant Principal Reynolds, Food Truck Manager **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 2	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists. **Root Cause**: Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.
School Processes & Programs
Problem Statement 2: LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists. **Root Cause**: Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.
Perceptions
Problem Statement 2: LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists. **Root Cause**: Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Guiding Outcome 2: . Culture & Climate
In pursuit of excellence, we will:
* Honor the dedication and professionalism of all staff
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* Support a working environment ensuring open and transparent communication
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* Instill in students a love of lifelong learning
* Foster a positive, welcoming environment encouraging parent and community partnerships
* Promote health, wellness and emotional well-being
* Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: Maintain parent volunteer groups and community partnerships that assist in staff and students recognition

Evaluation Data Sources: Events scheduled and held

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Schedule monthly events for staff appreciation and quarterly events for student recognition **Strategy's Expected Result/Impact:** Promote well-being amongst staff and students **Staff Responsible for Monitoring:** Bourland, Principal **ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 3: Growth & Management

In pursuit of excellence, we will:

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

Performance Objective 1: Increase teacher capacity in regards to instruction and classroom management.

Evaluation Data Sources: Teacher goals based on T-Tess evaluator/teacher goals conference

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Core and CTE teachers growth opportunities through Region 11s series of workshops	Formative		
Strategy's Expected Result/Impact: Match or exceed industry standards **Staff Responsible for Monitoring:** Bourland, Principal Oehlschlaeger, Assistant Principal	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Reduce staff turnover rate.

Evaluation Data Sources: Campus employment records

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide staff with fewer than 3 years in DISD with a strategic mentoring program. **Strategy's Expected Result/Impact:** New staff supported **Staff Responsible for Monitoring:** Bourland, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: Increase student awareness of clubs and organizations available.

Evaluation Data Sources: Club fair, posters, social media presence, morning show announcements

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Identify areas of interest and work with teachers to create or expand CTSO and other club opportunities. **Strategy's Expected Result/Impact:** Enhanced student engagement leading to higher graduation rates. **Staff Responsible for Monitoring:** Bourland, Principal Oehlschlaeger, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: While extra-curricular opportunities are available, including clubs and organizations, they are limited. Additionally, with a smaller group of full-time students, the clubs and organizations have a smaller number of student participants. **Root Cause**: The leaders of clubs and organizations on the LaGrone campus did not collaborate in scheduling events that do not conflict with one another, keeping students from participating in multiple groups without conflict.

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Marcus Bourland	Principal
Administrator	Ben Oehlschlaeger	Assistant Principal
Classroom Teacher	Paul Yarbrough	Teacher
Classroom Teacher	Rachel Bradford	Teacher
Classroom Teacher	Annie Teague	Teacher
Classroom Teacher	Natasha Bass	Teacher
Classroom Teacher	Kelly Belcher	Teacher
Classroom Teacher	Andrea King	Teacher
Classroom Teacher	Tai Tran	Teacher
Classroom Teacher	James Navarro	Teacher
Classroom Teacher	Debra Reynolds	Teacher
Classroom Teacher	Michelle McCollum	Teacher
Community Representative	Bryan Looney	Community Representative
Parent	Sarah Turnage	Parent

Denton Independent School District

Myers Middle School

2023-2024 Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

For the 2023-2024 overview, the Campus Leadership Team made the following observations:

For our school culture and climate, Myers will empower all staff leadership, provide consistency and accountability for campus procedures and policies, continue authentic communication, mentor our teachers, continue to provide a voice for our students to feel heard, and recognize our students beyond academics. Additionally, in the beginning of the year, staff will review their five strengths and the way the like to receive feedback or mentorship. This was be done at a faculty meeting at the beginning of the year through a strengths presentation. We did a favorite things spreadsheet that included how you feel appreciated. Myers will continue to provide staff feedback: This can be utilizing team leads. Every nine weeks they informally interview their hallway. The leads could use an adapted form of the questions from the Gallup survey. Then, this feedback can be presented every nine weeks at the Team Lead meeting. Finally, the leads can then revisit teacher needs. Bettye Myers will also continue to showcase students of the month: Randomly pooling students by grade level. We will continue to spotlight our students by intentionally choosing the student. This can be teacher picked or administration picked. This does not have to be completed every month. This would showcase students who are making a difference on campus.

For student achievement, Myers will continue to increase attendance at Wednesday and Thursday after school. We will efficiently use MAP data and common assessments at the Beginning, Middle, and End of the Year to increase student achievement.

Bettye Myers will continue to meet staff needs by continuing communication and collaboration among all departments, involving all teachers in the DTMSS process, teacher recognition and appreciation, recognizing support staff, para-professionals, and substitute teachers, creating professional development opportunities, supporting and mentoring new to campus teachers, and hiring/retaining experienced teachers.

For curriculum, instruction, and assessment, Myers will train all teachers for alignment of assessments and backwards design, continue to revisit campus expectations and procedures for learning and assessment, enhance our evidence of data discussion during PLC's, and increase bell to bell instruction with classroom walkthroughs for personal growth.

Bettye Myers will meet the need of school context and organization by continuing strengths training for staff, having staff visible in all hallways during passing periods and advisory, continuing programs like UNT campus visits, the LaGrone campus visit, and College and Career night. We will continue to spend dedicated time during the school day for Professional Learning Communities.

For technology, the Digital Learning Specialist will continue working with teachers to create engaging lessons and integrating purposeful technology including displaying student work. We will increase students time collaborating with teachers and others outside the classroom online.

Bettye Myers family and community involvement will include working as a campus to collaborate with families and involve all stakeholders in family night activities and continuing to promote parents and the community involvement in campus decisions.

Demographics

Demographics Summary

Data Sources Reviewed	
Potential Data Sources: Data found @ TEA 2021-2022 https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2020&lev=C&prgopt=reports/tapr/student.sas&id=061901049	
Enrollment- 875	
Attendance- 96.6%	
Ethnicity: See link above	
Gender- Male- 49.8%; Female- 50.2%	
Mobility/Stability: See link above	
Special Program Participation-	
At-Risk by Category- See link above	
Teacher-Student Ratios 12:1	
Graduation, Completion, Dropout, and GED rates- N/A	
Course/Class Assignments- N/A	
College/University/Dual Credit/Advanced Placement Enrollment N/A	

Demographics Strengths

Community and PTA support
Food pantry and Clothes pantry continued use
All communications with school and home are in English and Spanish
Support for specific families and services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to hire a diverse staff

Problem Statement 2: Increase staff visibility

Problem Statement 3: High student enrollment in extra-curricular activities

Problem Statement 4: Find ways to increase opportunities for parents to engage in campus events.

Student Learning

Student Learning Summary

STAAR Math Scores	Did Not Meet /Approaches / Meets / Masters	Did Not Meet / Approaches / Meets / Masters	
	2022	2023	% Difference from 2022 to 2023
7th Grade	50 / 50 / 22 / 6	42 / 58 / 28 / 7	-8 / +8 / +6 / +1
8th Grade	48 / 52 / 22 / 4	47 / 53 / 21 / 2	-1 / +1 / -1 / -2

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

TEA 2021 and 2022 Accountability Summary		Enhanced/Honors Enrollment		
TEA 2019-2022 School Report Card		Failure Report		
2019-2022 Texas Academic Performance Report		Attendance		
TELPAS		2022-2023 MAP Scores		
Common Assessments				

Student Learning Strengths

Detention/Retention/After-School
5 Distinguishments in 2022 in ELAR, Science, Growth, Closing Gaps, and Postsecondary Readiness
Diversifying student population in special courses (Algebra)
Growth in interest for tech course
MAP Testing
Grading Accountability
Honor's Class Selection

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: LEP academic needs

Problem Statement 3: Home Visits for students with excessive absences

Problem Statement 4: Continue to use MAP Data including Beginning of the Year, Middle of the Year, and End of the Year screeners to increase engagement student achievement

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

Problem Statement 6: Continue to increase honors enrollment using data and teacher recommendations

Problem Statement 7: Train new faculty and staff on how to use MAP Data to increase engagement student achievement

Problem Statement 8: Student study habit/skills

Problem Statement 9: Add data discussions with actionable items

Problem Statement 10: Interim STAAR data training for teachers

School Processes & Programs

School Processes & Programs Summary

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

Teacher Interviews		Teacher Demographics
Staff Degrees & Certification		Grade Reports
Special Programs Certifications		Teacher - Student Ratios

School Processes & Programs Strengths

Diverse teaching staff
Opportunities for leadership
PLC
Guiding Coalition
Hiring Committees
Highly Qualified Staff
Strengths with Staff
Number of teachers seeking advanced degrees, professional development

Diverse teaching staff
Staff Highlight Strength Videos

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: Involve all in the DTMSS process

Problem Statement 3: Teacher Appreciation & Recognition

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

Problem Statement 5: Professional Development Opportunities

Problem Statement 6: Support for new teachers and teachers new to the campus

Problem Statement 7: MAP data training to utilize the information correctly

Perceptions

Perceptions Summary

Potential Data Sources:	
	Surveys
	Questionnaires
	Focus Groups
	Interviews
	Feedback Data
	Classroom and School Walkthrough Data
	Parent Conferences, Meetings, etc.

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Reinforce student expectations in hallways

Problem Statement 2: Campus expectations are revisited often

Problem Statement 3: Increase staff recognition

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

Problem Statement 5: Increase Bell to Bell instructional walkthroughs, having campus instructional support staff members conduct them.

Problem Statement 6: Continuing the staff mentoring program.

Problem Statement 7: Frequent meetings between teachers/administration to discuss student behavior.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 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 2024, Myers Middle School will improve all student learning, and increase by 10% in approaches and meets in both math and reading.

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Seventh and Eighth grade math teachers will increase the amount of time they work with the district curriculum coordinators and campus instructional support personnel to improve instructional design and delivery and to increase student engagement and achievement. Seventh and Eighth grade Math scores will increase by 10% in approaches for these students. The district's coordinators and campus instructional support personnel will work with individual teachers, during PLC's and grade level teacher meetings to implement the rotation station program. **Strategy's Expected Result/Impact:** Common Assessments Practice STAAR AWARE Data MAP Data Increased Student Achievement **Staff Responsible for Monitoring:** Curriculum Coordinators, Department Chairs, Administration			

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

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Teachers will utilize vertical data to track targeted populations by cohort in order to evaluate previous performance and potential growth. Use of the school day during Titan Time Advisory to utilize MAP testing and MAP Skills to set goals with students, monitor progress, fill in achievement gaps, and provide interventions. **Strategy's Expected Result/Impact:** Increase in student engagement and achievement within BOY and MOY MAP results. Increase in STAAR achievement in the Approaches, Meets and Masters categories **Staff Responsible for Monitoring:** Administration Leadership PLC Core Teachers DLS			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population. **Strategy's Expected Result/Impact:** Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS **Staff Responsible for Monitoring:** Administration Dept. Chairs Curriculum Coordinators Teachers Secondary **Funding Sources:** - State Compensatory Education (SCE) - $3,500			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: Science, Social Studies, , Math, English Language Arts and Reading teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day during advisory and outside the school day; including the Providence Place Community. Students in need of outside the school day will be referred to the CIS program. Additionally, to address the needs of House Bill 1416, we will utilize Wednesday/Thursday night school for students needing additional interventions to close academic gaps in areas of Math and Reading. **Strategy's Expected Result/Impact:** Student Achievement Increase in teacher & parent referral **Staff Responsible for Monitoring:** Teachers Administration CIS Counselors Parents Volunteers Mentors **Funding Sources:** - State Compensatory Education (SCE) - $10,000			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology devices, software and apps for student use during classroom instruction, including, Pear Deck, Classroom Libraries, Caulkins Writing. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. **Strategy's Expected Result/Impact:** Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement **Staff Responsible for Monitoring:** Curriculum Coordinators Teachers Administration Dept. Chairs Team Leads DLS Librarian **Funding Sources:** - State Compensatory Education (SCE) - $15,437.02			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Utilize computer based programs such as, IXL Learning, No Red Ink, NewsELA, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. Students with gaps in math will have Math Intervention with their scheduled teacher using MATHia, a personalized online software program. **Strategy's Expected Result/Impact:** Software Access during school and outside of school hours Decreasing Achievement Gap Student Achievement **Staff Responsible for Monitoring:** Digital Learning Specialist Curriculum Coordinators Teachers Dept. Chair **Funding Sources:** - State Compensatory Education (SCE) - $2,000, 1 - State Compensatory Education (SCE) - $60,000			

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Provide staff development opportunities for faculty and staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district's curriculum coordinators and campus instructional support personnel to provide additional content specific professional development and support the implementation of strategies learned from staff development. The Guiding Coalition will disseminate AFL strategies and/or best practices to all departments by focusing on learning targets, strong/weak work (including co-creating criteria), and effective feedback. Department chairs will work with teachers in conducting walkthroughs targeting AFL strategies, as well as bell to bell instruction. **Strategy's Expected Result/Impact:** Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement **Staff Responsible for Monitoring:** Administration Curriculum Coordinators			

Strategy 9 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 9: Integrate campus based DMTSS committee with district level support. Provide professional development to assist teachers with the implementation of DMTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. The Myers Problem Solving Team will ensure supports and interventions are present on campus for every student that struggles (academically and behaviorally) through the DMTSS process. **Strategy's Expected Result/Impact:** Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom **Staff Responsible for Monitoring:** Administration Counselors Diagnostician Dyslexia Teachers 504 Director Team Leads			

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations. Provide guidance to students regarding the importance of CCMR through advanced academics and CTE pathways upon entering high school. **Strategy's Expected Result/Impact:** Increased enrollment in G/T courses and programs Increase in Masters Grade Level **Staff Responsible for Monitoring:** G/T Specialist Administration Counselors EXPO Teachers			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment. **Strategy's Expected Result/Impact:** Improved Attendance Increased Parent Engagement Improved Student Achievement **Staff Responsible for Monitoring:** Attendance Clerk Administration Teachers Counselors CIS			

Strategy 12 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 12: Continue to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student conversations through academic vocabulary, differentiation, technology integration, and increased student engagement and content specific conversations in the classroom. Walkthrough focus at the beginning and end of each class period for use of bell ringers and exit ticket strategies. Use PLC time to focus on student learning through clearly aligned learning targets, strong/weak samples, and descriptive feedback within the AFL process during scheduled school hours. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school's identified transition needs. **Strategy's Expected Result/Impact:** Increased student achievement Increased student engagement Zone Agenda **Staff Responsible for Monitoring:** Administration Department Chairs ELL Department Secondary Curriculum Department Librarian, High School Associate Principal			

Strategy 13 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 13: Continue to partner with CIS to provide mentors for at risk students and to engage the parents of our at risk students in parent education sessions on and off site. **Strategy's Expected Result/Impact:** Increased parent engagement, Increased mentors, Increased student achievement.			

Staff Responsible for Monitoring: Administration
Counselors
CIS

Funding Sources: - At-Risk (SCE) - $14,000

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: 100% of eligible HB1416 students will be served by May 2024.

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

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

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Math, Science, Social Studies, and English Language Arts and Reading (all grade levels) Students not successful in Math STAAR, current grades 6-8, will receive accelerated instruction each week during an advisory period (occurs each day).	Dec	Mar	May
Strategy's Expected Result/Impact: grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Guiding Coalition			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: After-School Tutoring for students in grades 6-8 for Math and English Language Arts and Reading. **Strategy's Expected Result/Impact:** grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Guiding Coalition **Funding Sources:** Extra Duty Pay for Teachers and Transportation Costs - State Compensatory Education (SCE) - $4,500	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Math and Reading Intervention classes created within the master schedule (based on recent STAAR data, MAP, and Jump Start attendance). **Strategy's Expected Result/Impact:** grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Guiding Coalition	Dec	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 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 2024, we will continue to build a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: 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. Invite the community to participate in these assemblies. **Strategy's Expected Result/Impact:** Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities **Staff Responsible for Monitoring:** Teachers Sponsors Counselors Administration Students High School Staff & Students			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Teachers to greet students at the door each class period, create social contracts, and focus on positive relationships at the start of each class period. Continue Titan Time Advisory schedule with a focus on literacy, Clifton Strengths, social-emotional learning, and study skills/habits. **Strategy's Expected Result/Impact:** Increased student achievement, reduce discipline referrals **Staff Responsible for Monitoring:** Teachers Counselors Administration **Funding Sources:** - State Compensatory Education (SCE) - $2,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Campus Officer will be utilized as a motivational speaker in classrooms to increase awareness of bullying among students and staff, and create student ambassadors from identified at risk students to carry this theme throughout the year. Improve communication and education about bullying through the development training for staff and parents, a bullying webpage, and parent engagement sessions. **Strategy's Expected Result/Impact:** Reduced discipline data, better reporting of bullying to counselors **Staff Responsible for Monitoring:** SRO Administration Teachers Counselors			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Encourage ELLs to participate in GOAL and Pink Ladies. Encourage African American females to participate in Step Team Club and African American Males to participate in Valuable Lessons. Encourage students to join Student Leadership Group (Student Council) and Student PTA. Collaborate with mentors to provide tutoring and community service opportunities through these organizations. **Strategy's Expected Result/Impact:** Student Survey, increased student participation, increased student achievement **Staff Responsible for Monitoring:** Administration Teachers Counselors Sponsors/ Mentors **Funding Sources:** - State Compensatory Education (SCE) - $2,000			

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

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Parents and students will be invited to attend multiple family night training sessions, via Zoom, designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to students. **Strategy's Expected Result/Impact:** Increased Parent Engagement on Campus, Increased Parent Partnerships **Staff Responsible for Monitoring:** Counselors PTA			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Provide opportunities for parent representation on school committees and parent involvement on campus in a volunteer or mentor role. **Strategy's Expected Result/Impact:** Increased Parent Engagement on Campus, Increased Parent Partnerships **Staff Responsible for Monitoring:** Administration Teachers Counselors			

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.	Dec	Mar	May
Strategy's Expected Result/Impact: Increased teacher-leader roles at BMMS **Staff Responsible for Monitoring:** Administration Teachers Counselors **Funding Sources:** - State Compensatory Education (SCE) - $800			

Strategy 9 Details	Formative Reviews		
	Formative		
Strategy 9: Develop Student Created Displays for all arts, athletics, performances on campus that will showcase student excellence throughout the hallways. Provide opportunities to view work among at risk student groups. Allow students to take the lead in celebrating diversity by displaying their creations.	Dec	Mar	May
Strategy's Expected Result/Impact: Increased student involvement, increase student engagement **Staff Responsible for Monitoring:** Teachers Sponsor Counselors Administration			

Strategy 10 Details	Formative Reviews		
	Formative		
Strategy 10: Ensure all students are College, Career, and Military (life) ready by the end of 8th grade by hosting career nights, visiting the LaGrone Technology Center, and touring the University of North Texas campus and classrooms.	Dec	Mar	May
Strategy's Expected Result/Impact: Increased number of students attending post secondary schools Increase student engagement **Staff Responsible for Monitoring:** Teachers Counselors Administration			

Strategy 11 Details	Formative Reviews		
	Formative		
Strategy 11: Increase staff recognition through campus Teacher of the Month recognition and participation in Denton Area Teacher's Credit Union teacher recognition program. Additionally, recognize teachers through our Sunshine membership and support.	Dec	Mar	May
Strategy's Expected Result/Impact: Increase teacher recognition and engagement **Staff Responsible for Monitoring:** Counselors Administration Department Chairs Team Leaders			

Strategy 12 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 12: Increase positive student behaviors by conducting a staff book study, "Emotional Poverty in All Demographics" by Ruby Payne. The campus Guiding Coalition will present different elements of Payne's work at staff meetings throughout the year. **Strategy's Expected Result/Impact:** Increase staff engagement Increase positive student behaviors **Staff Responsible for Monitoring:** Guiding Coalition Members Administration **Funding Sources:** - At-Risk (SCE) - $350			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13			$14,000.00
2	1	12			$350.00
				Sub-Total	$14,350.00

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$3,500.00
1	1	5			$10,000.00
1	1	6			$15,437.02
1	1	7	1		$60,000.00
1	1	7			$2,000.00
1	2	3	Extra Duty Pay for Teachers and Transportation Costs		$4,500.00
2	1	2			$2,000.00
2	1	4			$2,000.00
2	1	5			$1,500.00
2	1	8			$800.00
				Sub-Total	$101,737.02

Addendums

GALLUP

EMPLOYEE ENGAGEMENT REPORT

2022 Denton ISD Employee Engagement Survey

Direct | PEDEN, DONALD | All - All

Oct 17, 2022 - Oct 31, 2022 | Total Respondents : 72

Mean

Change

↑ +0.30

Respondents

72

Percentile Rank

24th

The mean is greater than 24% of those in the Gallup Overall database.

Highest Q12 Items

Q06. Development

Q10. Best Friend

Lowest Q12 Items

Q02. Materials and Equipment

Q04. Recognition

Mean Scores compared to Gallup Overall Database: < 25th Percentile | 25-49th Percentile | 50-74th Percentile | 75-89th Percentile | >= 90th Percentile

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Engagement Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents	Engagement Index
3.71	↑ + 0.30	24	72	Engaged: **37%** Not Engaged: * Actively Disengaged: *

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	72	3.47	3.32	0.15	14	3.94
Q01: I know what is expected of me at work.	72	4.17	4.14	0.03	22	4.46
Q02: I have the materials and equipment I need to do my work right.	72	3.60	3.67	-0.07	16	4.09
Q03: At work, I have the opportunity to do what I do best every day.	72	3.81	3.89	-0.08	26	4.18
Q04: In the last seven days, I have received recognition or praise for doing good work.	71	3.03	2.64	↑ +0.39	19	3.46
Q05: My supervisor, or someone at work, seems to care about me as a person.	72	4.13	3.66	↑ +0.47	37	4.28
Q06: There is someone at work who encourages my development.	71	3.86	3.28	↑ +0.58	38	4.09
Q07: At work, my opinions seem to count.	70	3.40	2.83	↑ +0.57	21	3.77
Q08: The mission or purpose of my organization makes me feel my job is important.	70	3.76	3.39	↑ +0.37	24	4.08
Q09: My associates or fellow employees are committed to doing quality work.	69	3.87	3.72	0.15	27	4.19
Q10: I have a best friend at work.	71	3.80	3.41	↑ +0.39	54	3.71
Q11: In the last six months, someone at work has talked to me about my progress.	64	3.22	2.77	↑ +0.45	16	3.68
Q12: This last year, I have had opportunities at work to learn and grow.	65	3.89	3.48	↑ +0.41	34	4.18

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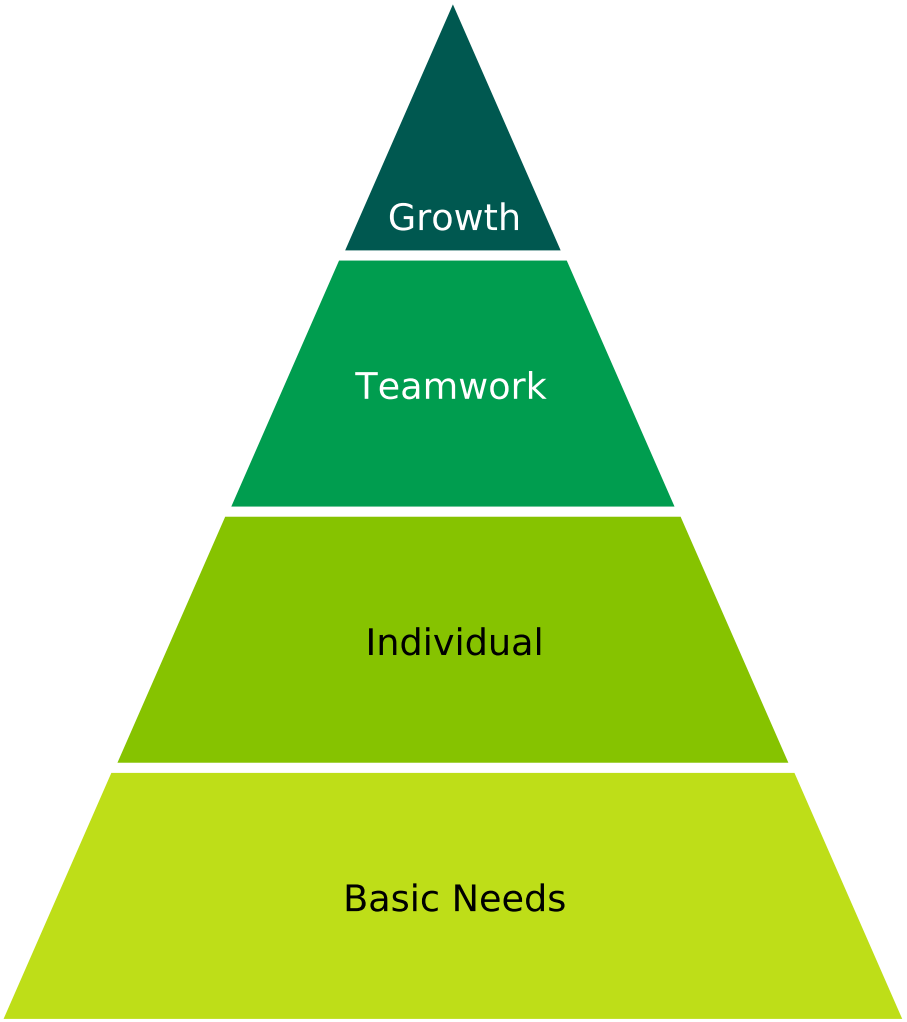
Engagement Hierarchy



Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

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ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	-0.02	18	72

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	72	4.17	4.14	0.03	22	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	72	3.60	3.67	-0.07	16	4.09

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ENGAGEMENT HIERARCHY

Individual - What do I give?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
3.70	↑ + 0.33	28	72

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	72	3.81	3.89	-0.08	26	4.18
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	71	3.03	2.64	↑ +0.39	19	3.46
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	72	4.13	3.66	↑ +0.47	37	4.28
Q06: Development There is someone at work who encourages my development.	71	3.86	3.28	↑ +0.58	38	4.09

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ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
3.71	↑ + 0.37	31	71

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	70	3.40	2.83	↑ +0.57	21	3.77
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	70	3.76	3.39	↑ +0.37	24	4.08
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	69	3.87	3.72	0.15	27	4.19
Q10: Best Friend I have a best friend at work.	71	3.80	3.41	↑ +0.39	54	3.71

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ENGAGEMENT HIERARCHY

Growth - How can I grow?

Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	↑ + 0.43	22	68

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	64	3.22	2.77	↑ +0.45	16	3.68
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	65	3.89	3.48	↑ +0.41	34	4.18

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Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

	%	Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	37%	28%

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My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
70	3.70	3.31	↑ +0.39	19	4.05

My workplace is committed to building the strengths of each employee.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
71	3.59	3.14	↑ +0.45	31	3.85

I plan to be working at my organization one year from now.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
66	3.92	3.62	↑ +0.30	21	4.24

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
71	3.35	*	*	14	3.86

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I have enough time to complete everything I need to do at work.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
72	2.76	*	*	22	3.11

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
70	3.21	*	*	29	3.47

What is the most important action your supervisor could take to positively impact your engagement?

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
48	*	*	*

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FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database < 25th Percentile 25-49th Percentile 50-74th Percentile 75-89th Percentile >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

Sentiment Distribution Positive Negative Neutral Mixed

Sentiment Distribution is not available when n<50

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

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GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q¹²®). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the Q¹²® items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q¹²® survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

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"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Gallup Overall): Used as a benchmark to determine how your team's results compare to other workgroups within the Gallup Overall of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

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Observation Number:	Date of Observation:	Learning Target/Warm Up:	Lesson and Engagement:	Exit Ticket/Final Product:	Evidence/Artifacts:
1	08/28/2023			Adding/subtracting fractions; students grouped in 4s	ticket form for each student; 11/15-4/15=7/15
2	08/28/2023	defining real numbers		What is the same/different? -3(2x-1)=15	each student has a math journal to make entires
3	08/29/2023	prime factorization with exponents			I will take notes and practice sum of digits = 4; units do not = 2; value is even; my digit is >10
4	08/29/2023	multiplication chart			I will create a multiplacation chart on paper using numbers and color
5	08/30/2023	art shading and highlighting		Individual drawings of object that is life-like on manila paper.	Turn in object drawing; extension activity to write in a sketch book art start
6	08/30/2023	analyze parts of a story characterization			
7	09/05/2023	summarize a fictional story		Write a summary in your own words on an exit ticket	Turn in the summary paper when you leave
8	09/05/2023	identify the parts of a summary			Label and highlight the different parts of a summary; characters, time, place, problem, action, and ending
9	09/06/2023	drawing a life-like figure from a picture		Students will continue drawing a life-like sports figure or team	Turn in a whole sheet with the drawing of a sports team or figure...a drawing with pencils and color.
10	09/07/2023	Students will identify the author's purpose in a story.		Using a chart in their journal, students will identify techniques the	Write in their journal the author's technique and answer why the author uses that particular device.
11	09/11/2023	Students will classify and characterize a solid		In their journal, students create a chart to classify different solids	Students analyze and classify different types of cereal in table groups. They discuss different properties and determine how to group them toghether.
12	09/12/2023	Students will use inferences to investigate articles in journalism.			Students define and describe a term that begins with "G". Glorious is the term. As a group, students define and discuss.
13	09/12/2023	Lesson in Canvas. If done, pull up IXL.			Student showed his grades and IXL work to do. Students were lined up outside after bell rang.
14	09/12/2023	Compare political, economic, religious, and social reasons for the establishment of colonies.			Video " Salty Colonial Dissenters"
15	09/13/2023	Students will correct/identify punctuation of sentences. Capitalization, commas, and end punctuation.			Students type errors in IXL on their computers.
16	09/13/2023	Students will use their own questions to interview a partner on their favorite memory from middle school.			Students informally interview a partner from questions they created. They will type the questions and answers in a doc on their computer. Shared out as adiscussion at the end of class.
17	09/14/2023	Students will listen to a short story and identify the beginning, middle, and end.			Class discussion about the story...students describe the beginning and ending.
18	09/14/2023	Students will evaluate different careers and tell what kind of school/degree do you need for this job and how much money you c			Turn in a sheet with you top three career choices based on research done using the computer.

School		6th Reading	6th Math	7th Reading	7th Math	8th Reading	8th Math	8th Science	8th Social Studies	Our Numbers (out of 8)
Calhoun		63	66	78	61	77	51	66	48	6th Grade Reading = 5
Strickland		71	64	85	66	84	45	71	55	6th Grade Math = 4 (tie with Calhoun)
McMath		71	72	78	56	76	54	73	54	7th Grade Reading = 8
Crownover		83	81	92	76	89	78	85	76	7th Grade Math = 8
Navo*		58	58	82	58	77	58	60	48	8th Grade Reading = 5
Harpool		92	96	94	84	97	92	95	89	8th Grade Math = 6 *excludes Algebra
Myers		70	66	73	50	80	52	72	52	8th Grade Science = 4
Rodriguez*		61	54	77	51	83	57	63	64	
*now Cheek		59	56	79	55	80	57	61	56	

Denton Independent School District

Strickland Middle School

2023-2024 Improvement Plan

Mission Statement

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

Vision

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

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

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Perceptions 20
Priority Problem Statements 23
Guiding Outcomes 24
Guiding Outcome 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 25
Guiding Outcome 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 that encourages parent and community partnerships * Promote health, wellness, and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 26
Campus Funding Summary 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total enrollment: 958+

Grade Span: 6th-8th **Age Span:** 10-15

Location: 3003 N Bell Ave. Denton, TX 76209

Admission Policy: Only students w/in boundary; must provide proof of residency.

Average class size: 22.344 students per class

Total classes: 343

Student Total Classes:
958 students x 8 periods a day = 7,664

Student to teacher ratio: 14.08:1 (958:68)
Student to support staff ratio: 29.94:1 (958:29)

City of Denton

Population: 150,353

7.5% increase since April 2020

Median Value of Home: $257,500

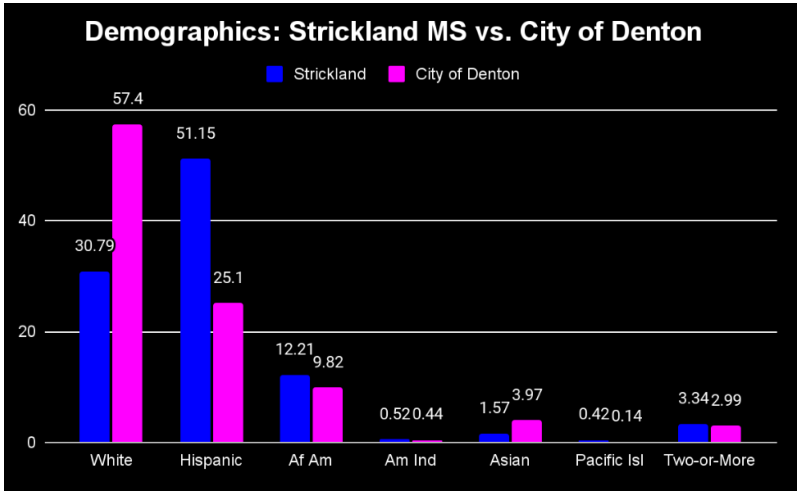
Median Gross Rent: $1,164 (2017-21)

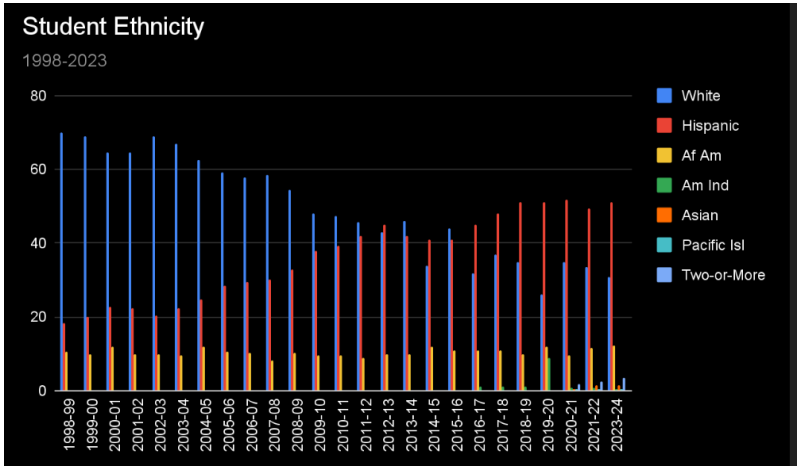
Education

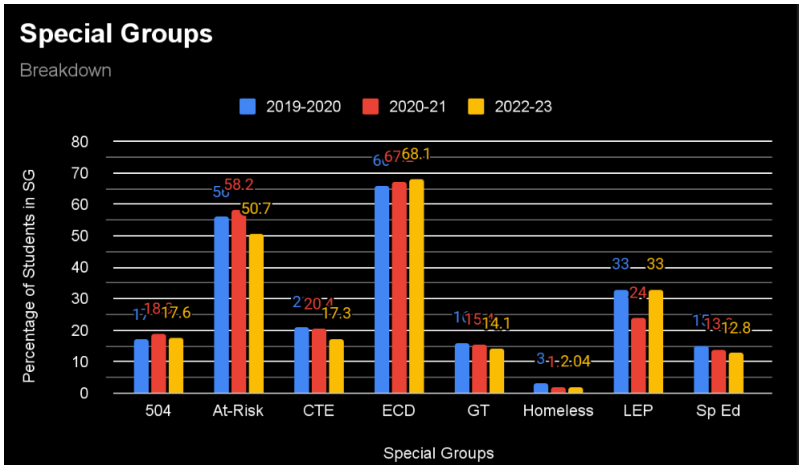
High School graduate or higher: 91.4%
Bachelor's degree or higher: 40.4%
Median Household income (in 2021 dollars), 2017-21 - $65,168

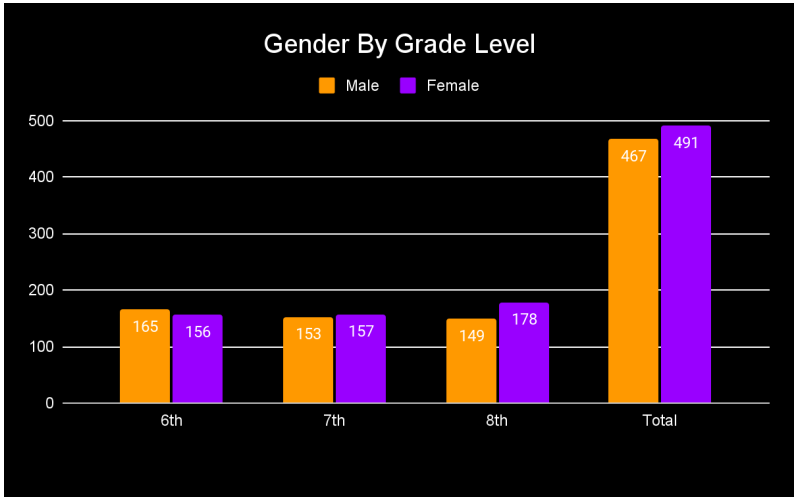
CITY DEMOGRAPHICS

White - 57.4%
Hispanic or Latino - 25.1%
Black or African American - 9.82%
Asian - 3.92%
Pacific Islander - 0.14%
American Indian - 0.7%
Two-or-more races - 2.99%

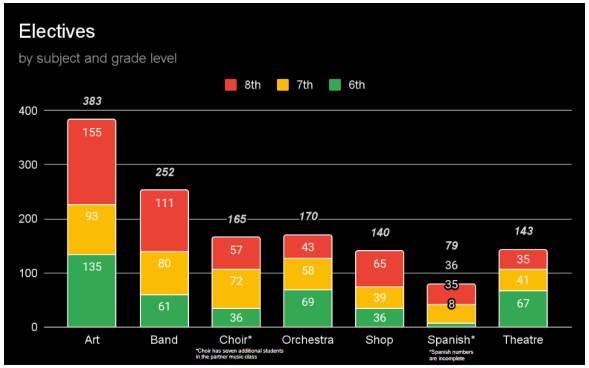


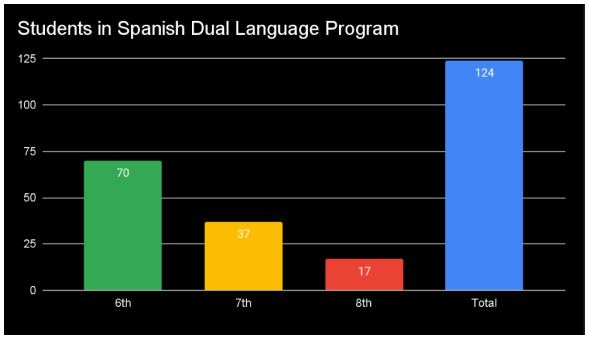

Student Ethnicity
1998-2023
80
60
40
20
0
White
Hispanic
Af Am
Am Ind
Asian
Pacific Isl
Two-or-More
1998-99
1999-00
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2023-24


Special Groups
Breakdown
2019-2020
2020-21
2022-23
Percentage of Students in SG
80
70
60
50
40
30
20
10
0
17.6
58.2
50.7
17.3
68.1
14.1
33
24
33
12.8
504
At-Risk
CTE
ECD
GT
Homeless
LEP
Sp Ed
Special Groups


Gender By Grade Level
Male
Female
500
400
300
200
100
0
165
156
153
157
149
178
467
491
6th
7th
8th
Total

Electives


Electives
by subject and grade level
8th
7th
6th
400
300
200
100
0
383
155
93
135
252
111
80
61
165
57
72
36
170
43
58
69
140
65
39
36
79
36
35
8
143
35
41
67
Art
Band
Choir*
Orchestra
Shop
Spanish*
Theatre
*Choir has seven additional students in the partner music class
*Spanish numbers are incomplete



GOALS OF DENTON ISD's ATTENDANCE POLICY

- Increase student attendance
- Increase academic achievement
- Reduce truancy
- Create consistency in all attendance practices and reporting
- Ensure accuracy and timelines in attendance/truancy procedures on each campus
- Utilize the courts in a meaningful and expeditious way
- Comply with state law and district mandates, policies and procedures

Campus Procedures for Attendance

- Automated phone calls and emails are sent to parents/guardians daily notifying them when a student has been marked absent.
- Warning Letters are issued to students when attendance records reflect that the student has absences with an excuse on three days or parts of days in a four week-period.
- This is also when the campus begins implementation of Truancy Prevention Measures, which include:
    - Parent/Student Conference
    - Truancy Prevention Class (Online or In-Person)
    - Attendance Behavior Plan
    - Referral to Counselor
    - Referral to student services
    - Home Visits

- **Continue to find ways to meet the needs of a diverse student population with an increasing number of economically disadvantaged students.**
- **What are ways to help newly economically disadvantaged students as a result of the pandemic. Find ways to provide help to those students and families through our food pantry, connections to local organizations that provide aid, and support from Communities in Schools.**
- **During hiring, continue to search for candidates who could increase the diversity in our staff demographics to better align with our student demographics.**
- **Strickland has 36% of teachers who have taught less than 5 years. How can we support them to become strong, veteran teachers?**

Demographics Strengths

- Diverse and resilient student population with a high number of students who are LEP, SPED, Economically Disadvantaged and at-risk.
- This diversity creates unique learning opportunities and valuable real world training.
- An experienced staff where 75% of the faculty has worked at least 5 years in education.
- Several platforms used to contact parents/guardians to keep them informed of school information and activities to encourage parent involvement

Problem Statements Identifying Demographics Needs

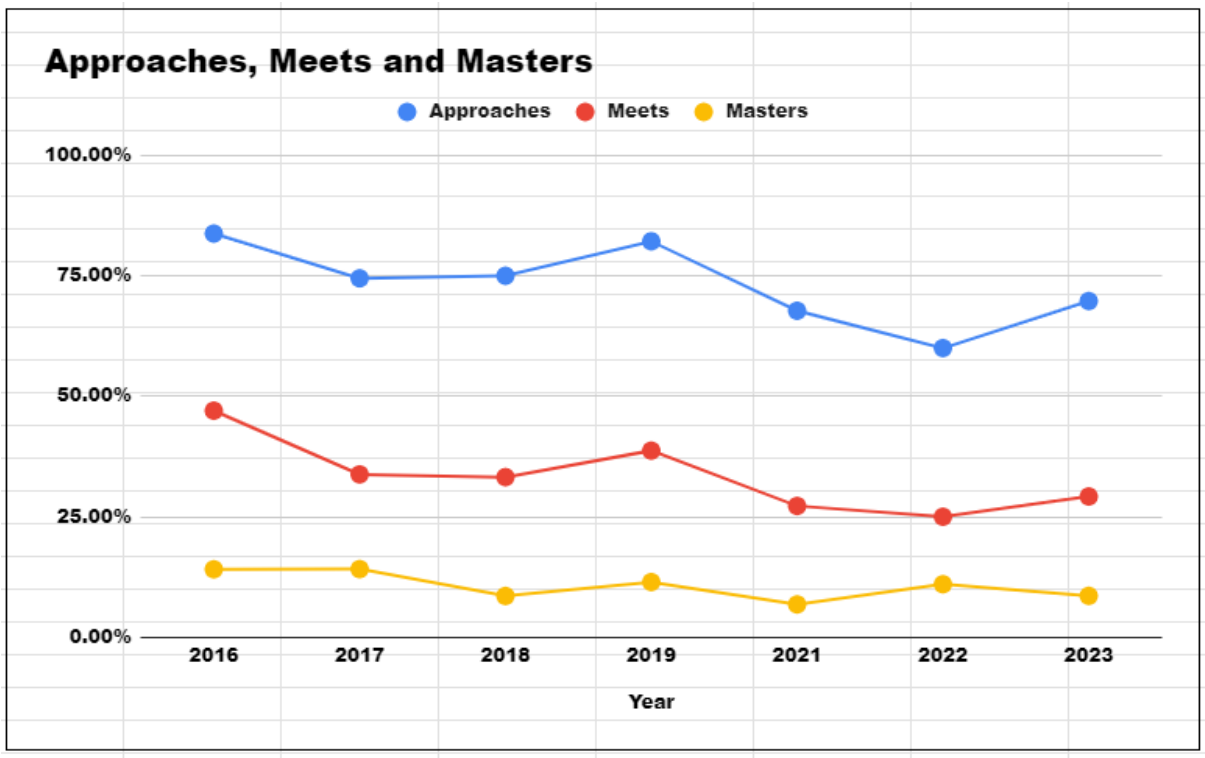
Problem Statement 1: Fine Arts lose half their numbers by 8th grade **Root Cause:** Students need multiple levels of classroom intervention

Student Learning

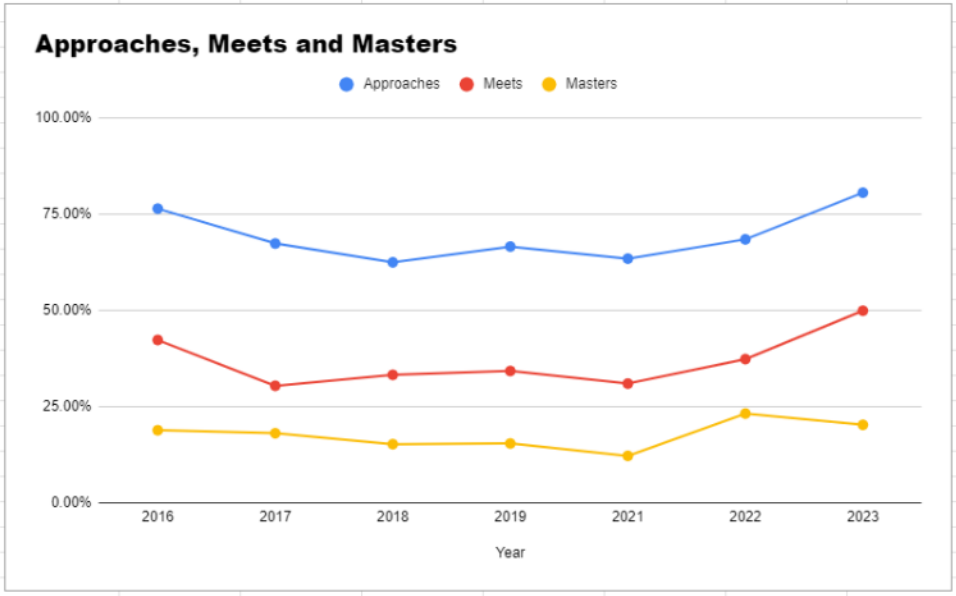
Student Learning Summary

Overall, Strickland test scores are trending upward since we have pulled through the pandemic. The use of mister schedule, PLC, teacher planning, intervention, tutoring, online materials, and flex time have assisted in getting Strickland students back up to speed.

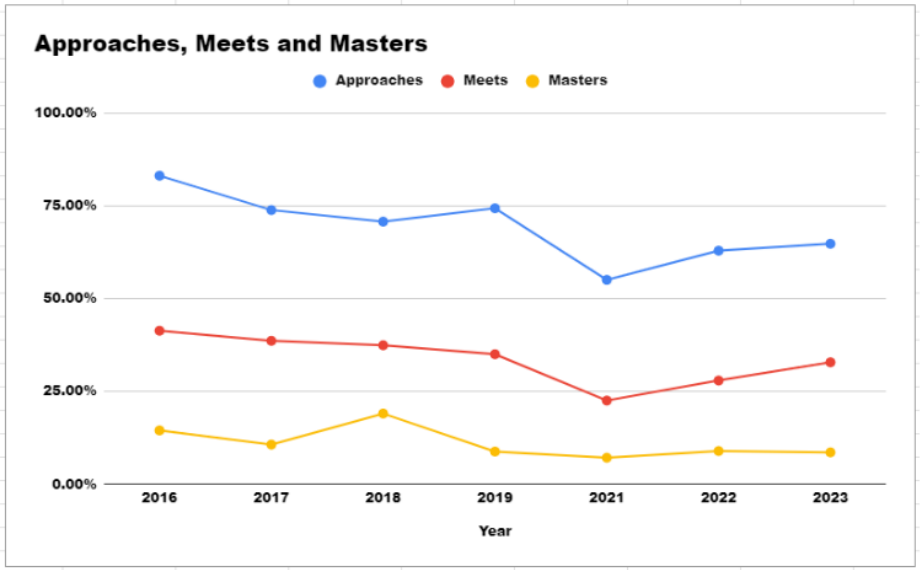
6th grade Math



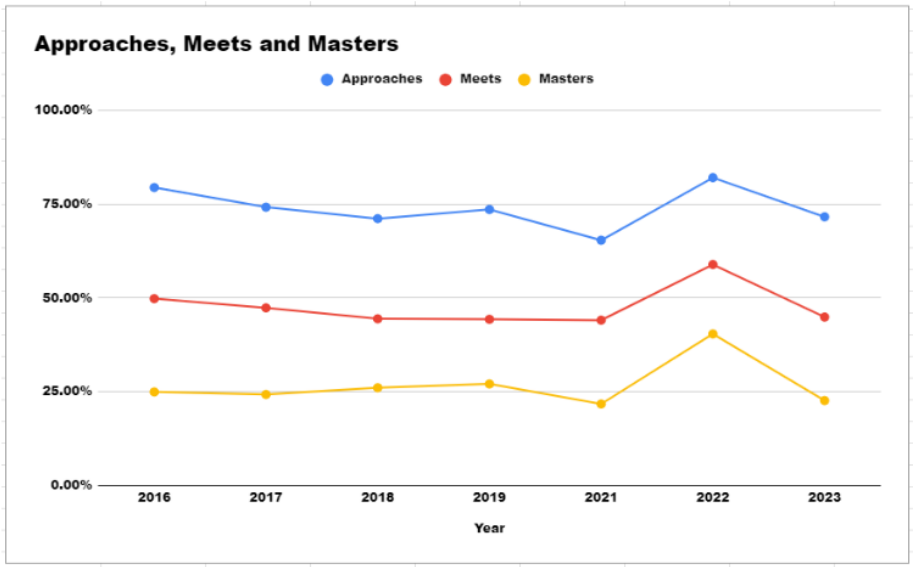
6th grade Reading



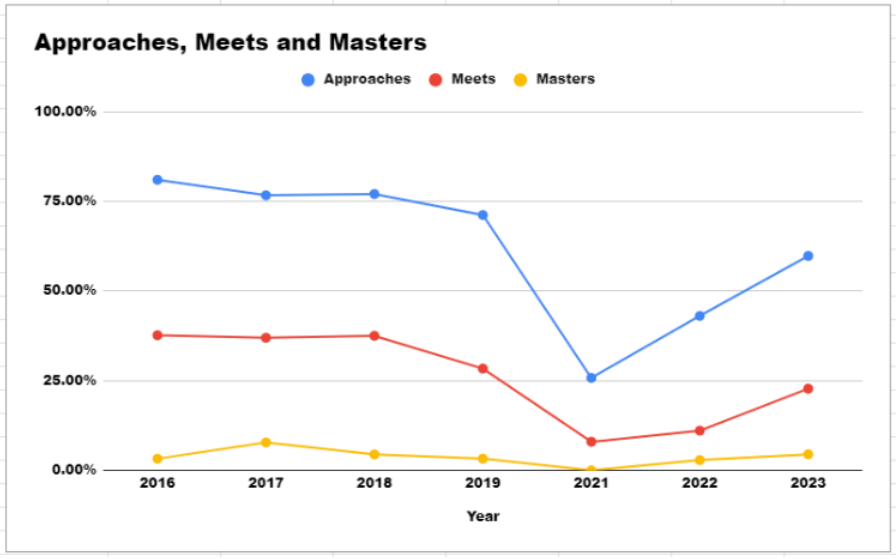
7th grade Math



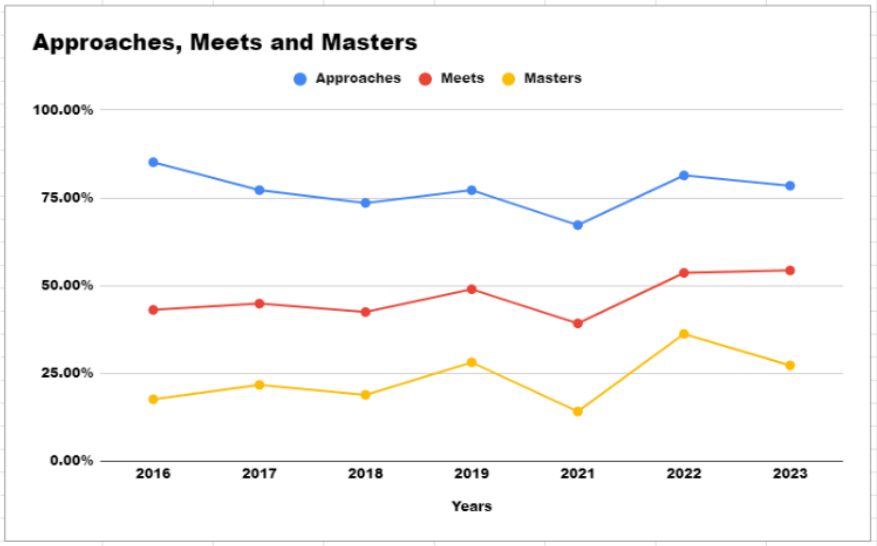
7th grade Reading



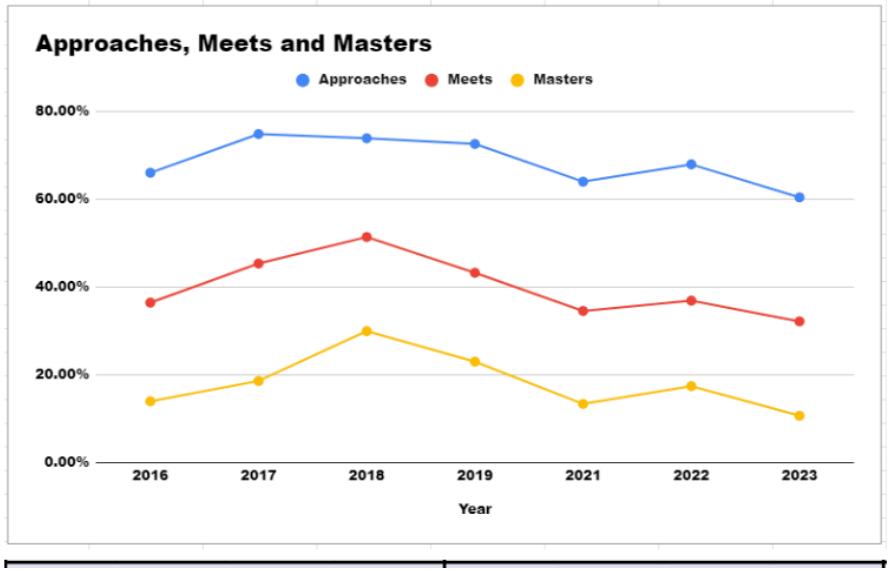
8th grade Math



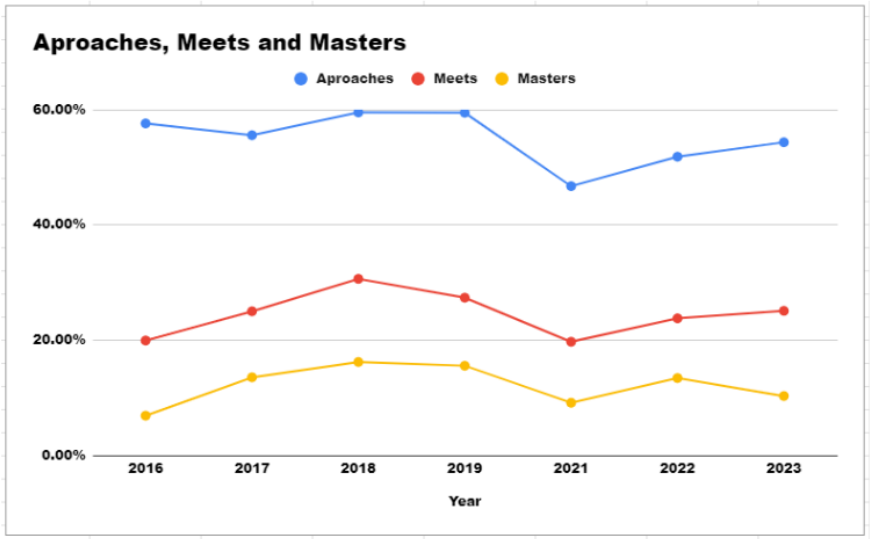
8th grade Reading



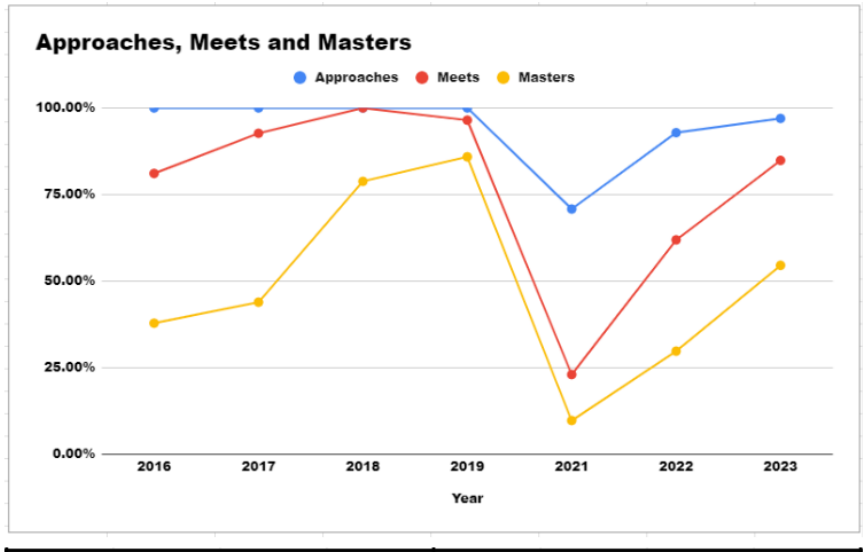
8th grade Science



8th grade Social Studies



8th grade Algebra



Student Learning Strengths

Strengths

- Strong focus on interventions for struggling students.
- Outperformed comparison campuses in almost every performance level for 6th grade math, 6th grade reading, 7th grade math, and 8th grade Social Studies.
- Progress on closing gaps for student subgroups
- More students in advanced math classes than our comparison campuses.
- Over ½ of our 7th and 8th graders enrolled in Honors classes.
- Number of students considered college and career ready based on lexile climbed 8.5%.

- Strong teacher participation in summer professional development.

Needs

- Increased emphasis on tutoring and reteaching next year for struggling students.
- Continue practices to maintain or increase STAAR performance levels.
- Continue closing gaps for student subgroups, especially LEP, Black/African American and SpEd.
- All Practice STAAR tests in Aware need accurate “Approaches,” “Meets,” and “Masters” percentages.
- Return of flex tutoring to address absences, failures, etc.
- Strategies and incentives to improve student effort on IXL.

- Despite campus-wide programs, only 20-30% of students considered college ready according to Lexile & MAPS.

School Processes & Programs

School Processes & Programs Summary

Personnel - Policy and Procedures

Process of Recruiting:

- Posts or From a Pool
- Social media and Word of mouth
- Application process with screener
- Principal pulls names and creates interview team
- Team interviews with question bank to ensure good fit for students and colleagues

Assigning and Retaining:

- Collaboration
- Support systems
- 1st year Mentor Program/Instructional Support

Process of Developing Improvement Plan

- Comparing subgroups
- Comparing individual students
- Looking at data in teams; subjects; etc.
- Student ownership: reflection and goal setting

How to use stakeholders:

- Communication to parents: emails, Viking Times, newsletters, phone calls, Social Media posts (Learning Spotlights), Green and Gold Student Newspaper
- Team leads bring input from their teams.
- Need to include more community members

Integrating CTE, College, Career, Blended Learning

- Hands on lessons in classes - science, the arts, CTE, History (8th), etc.
- Talent Search-College Readiness and career units/discussions in classes,
- CTE: real-life experiences/projects
- ATC and UNT tour
- Guest speakers in various classes

Ensuring equity for all students

Are the demographics of our school represented in our advanced/honors classes, all of the offered electives, and educated about the same after high school options including college, trade school, and career opportunities.

- Advanced Math and EXPO
- Honors Science, ELAR, History
- Dual-Language Program
- Fine arts

Educating teachers on equity and opportunity for all students and how to identify ESL/special populations for honors

- Talent Search-College Readiness and career units/discussions in classes,
- CTE: real-life experiences/projects
- ATC and UNT tour

Discipline Trends

- Trends: some teachers placing most of the referrals. More teachers provide lunch detention to curb behaviors more immediately.
- Improve communication concerning proper procedures for teacher referrals.
- Improve providing proactive measures.

Grade level transition

5th to 6th

- Counselor visits to 5th grade
- Jump Start
- 6th grade 1st day Orientation
- WEB activities throughout the year

8th to HS

- Start early in the year with CCMR lessons
- Students work in Schoolinks to identify their interests and create career and college goals.
- Field trip to LaGrone Academy and UNT so they can see what opportunities are available to them in high school and beyond.
- Counselors work with students on individualized goals and personal success plans, and then in January high school counselors come over and we create their personalized graduation plans with each student in planning for high school.
- Transition meetings for students and parents as well on the high school level.
- What procedures are in place to support students during transitions from one grade to the next and one campus to the next?

Staff Viewpoints on CNA

This is dependent on the level that staff want to be involved in the CNA process. This can be increased through Viking Squad's continued development and influence on Campus wide systems.

Process to address low performance

- Broad and small scale interventions (double-blocked ELAR; math intervention; reading intervention; ESL interventions)
- Grade level have a team time; core subjects have common planning time
- Integration of PLC ½ Days
- Tutorial time for core classes
- Jump Start Summer School
- CIS/ACE
- The development of Viking Squad this school year (23/24) is the foundation for addressing the root causes of low performance at Strickland.

Alignment of Programs to Mission Vision and Values

Our programs have been aligned to these in the past and it was reviewed by the CLT. However, moving into the 23/24 school year and into the future, Viking Squad in addition to the CLT will monitor the alignment of Strickland's Programs to the vision, mission, goals and values.

Matching Educators' Strengths with Classroom Need

Educators that are hired for positions are highly qualified in their subject and the hiring team will insure a good fit for our students and Strickland's culture. Strengths of educators may lead to them being a better fit with other teams, grade levels, or subjects.

Opportunities for At-Risk Students

- Highly qualified teachers scaffolding district curriculum that is guided by TEKs
- CIS or ACE program.
- Improvement in student belonging.
- Enrichment through electives, and clubs.
- Acceleration through course selection and UIL
- Ways to Grow: looking at the alignment of scope and sequence for certain topics to allow for cross curricular collaboration.
- Equity piece will continue to be monitored and matched to school demographics.

School Safety

- BERT: Lead by B. Moore; teacher volunteers to help address school safety issues and share out at grade level/ department meetings.

- School Drills: All drills practiced on Viking Day and some drills periodically throughout the year.
- SMS Safety Overview: Sent out by Officer Adams to be reviewed by each staff member.
- For best practice, classroom doors can be locked during the school day and key card entry for exterior doorways.

Roles and Responsibilities

Master Schedule:

- Distributed and available to entire staff.
- Designated times to collaborated with like subject areas and grade levels.
- Defines roles of Team leads and department heads

Viking Hub

- Provides roles and responsibilities supervision of students in the morning afternoon and during the school day.
- Provides resource sheet for school professionals responsible for specific topics (ex. Money, discipline, technology, testing,)

Systems in Place for New Teachers

First Year Teacher Program

- Provides required monthly informational session to discuss and train teachers on classroom management, T-Tess, and other school systems.
- First Year Teachers are assigned an experienced mentor.
- One- on -one conferences bi-monthly to discuss success and concerns in the classroom.
- Provide school apparel to help teachers become a part of the school community.

Social Emotional Learning

SEL PD for all new Hires to learn SEL strategies.

Treatment Agreement highly recommended for each classroom.

Overall Areas of Strength

- Improving each year due to feedback.
- Using a variety of ways to reach all populations.
- Poverty Simulation to assist with awareness of our lower socioeconomic population.
- Progress Monitoring Parent Meeting
- Talent Search with UNT
- CIS and ACE
- GOAL

- Clubs: Chess, Dungeons and Dragons, Garden Club, Fiddle Club, Mariachi, Student Council, NJHS (clubs help provide a sense of belonging to the students)
- WEB

School Processes & Programs Strengths

Overall Areas of Strength
Improving each year due to feedback.
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Systems in Place for New Teachers
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First Year Teachers are assigned an experienced mentor.
One- on -one conferences bi-monthly to discuss success and concerns in the classroom.
Provide school apparel to help teachers become a part of the school community.
Overall Areas of Growth
Allowing input from stakeholders and continuing to strengthen communication for community members, teachers (and their roles), and administrators.
Review how to create classroom procedures and expectations, how and when to reinforce, and what to do when behavioral expectations are not met as a proactive measure for discipline.
Communicate expectations to teachers on what constitutes a referral vs. what should be handled by the teacher. This keeps “power” in the teacher’s hands therefore and keeps kids in class.
Advertise open positions as early as possible and utilize secondary pools to fill positions with high quality educators.

Perceptions

Perceptions Summary

Section Findings

- What data was used?
  - Students were given a survey titled “End of Year Student Survey 22-23” in May of 2023.
  - Staff were given the Gallup Survey in October of 2022.
- What were the findings?

Students		Staff	
Strengths	**Weaknesses**	**Strengths**	**Weaknesses**
84.5% of students feel that staff positively support them most or all of the time. 80.4% of students feel that teachers treat kids with respect most or all of the time. 92.7% of students feel that Strickland has many chances to get involved in clubs, sports, etc. Over half of the students would give Strickland an overall grade of A or B. SEL and Restorative Practices are still a campus-wide priority	29.1 of students report not feeling safe in the hallways sometimes or ever. 30.5% of students report not feeling safe in the bathrooms sometimes or ever. 40.8% of students report not feeling safe from teaching and bullying sometimes or ever. 34.2% of students report that they do not feel like they belong at school sometimes or ever. 62.2% of students report that Teen Dating Violence is a problem at Strickland.	Staff members know and understand what is expected of them at work. 81.8% of staff members feel cared about by someone at work Staff feel that they have opportunities to grow and are encouraged in their development** Staff feel that they work with a group of people who are committed to doing quality work. 20% faculty/staff turnover rate compared to 24% the previous year.	SMS Staff do not feel consistently recognized at work or being talked to about their own personal growth/ progress. Staff feels that we have too much to do with very little time to complete it.

Perceptions Strengths

Student Strengths
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80.4% of students feel that teachers treat kids with respect most or all of the time.
92.7% of students feel that Strickland has many chances to get involved in clubs, sports, etc.
Over half of the students would give Strickland an overall grade of A or B.
SEL and Restorative Practices are still a campus-wide priority
Staff Strengths
Staff members know and understand what is expected of them at work.
81.8% of staff members feel cared about by someone at work
Staff feel that they have opportunities to grow and are encouraged in their development**
Staff feel that they work with a group of people who are committed to doing quality work.
20% faculty/staff turnover rate compared to 24% the previous year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 30% of student report they sometimes do not feel safe in the hallways or restroom **Root Cause:** Staff supervise restrooms by being in the hallway or near restroom entrance. Strickland has a very long hallway where no classes feed into it. This is supervised by teachers, admin and counselors and is crowded at times.

Problem Statement 2: 29% of students say they sometimes feel like they belong at Strickland. 5% say they never feel that way. **Root Cause:** Middle school is a time of adjustment and growth and old kids become young adults. We are looking for more ways to connect students to school

Problem Statement 3: Often times, teacher feel like there is not enough time to do what needs to get done, and they would like to feel recognized more. **Root Cause:** There is a lot on teachers' shoulders, whether it be grading, conferencing, classroom management, and lesson planning. What ways can we show appreciation and that we value their time?

Priority Problem Statements

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Improve all student learning to reflect a minimum of one year's growth for every student in Math, ELAR, Science, and Social Studies.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide professional development, support, and coaching to ensure all teachers are using best practices, such as Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, and engaging qualities to reach all learners, especially those at-risk. **Strategy's Expected Result/Impact:** Improved student achievement should be reflected in data from common assessments, benchmarks, MAP, and STAAR data . **Staff Responsible for Monitoring:** Principals, department heads, teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Integrate and utilize technology to enhance instruction so that at-risk students have access to online resources and opportunities for online collaboration. **Strategy's Expected Result/Impact:** Improvement in L2L engagement data, CNA survey data, student achievement data **Staff Responsible for Monitoring:** Principals, librarian, DLS, teachers **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas. **Strategy's Expected Result/Impact:** Improved STAAR results with a minimum of one year's growth for all students. **Staff Responsible for Monitoring:** Principals/teachers	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Build library and classroom collection with multi-level/high interest material and ebooks with selection based on needs of students who qualify as at risk. **Strategy's Expected Result/Impact:** Increased library and classroom usage and improved reading achievement. **Staff Responsible for Monitoring:** Principals, librarians, teachers	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students struggling in core content classes. **Strategy's Expected Result/Impact:** Decreased failure rates **Staff Responsible for Monitoring:** Core content teachers	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Use ESSER funds for After-School Tutoring for students in grades 6-8 for Math and English Language Arts and Reading. **Strategy's Expected Result/Impact:** grades, STAAR Scores, district common assessments **Staff Responsible for Monitoring:** Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Guiding Coalition **Funding Sources:** - State Compensatory Education (SCE) - $4,500	Formative		
	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 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 that encourages parent and community partnerships
* Promote health, wellness, and emotional well-being
* Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning that encourage participation by all members of the school community in continuous development of school culture. Progress will be measured by staff, student, and parent surveys. Feedback provided will be used for improvements.

Evaluation Data Sources: Climate surveys, discipline data, student survey data, attendance, parent feedback, club rosters, employee engagement survey, counselor data

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post to the marquee and Scholastic TVs, complete all school messenger and written parent communication in English and Spanish. Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter, Smore, School Messenger, and Instagram and provide opportunities for parent to sign up. **Strategy's Expected Result/Impact:** Parent attendance and feedback **Staff Responsible for Monitoring:** All SMS staff and PTSA	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide professional development and training in order to continue developing positive behavior and classroom management programs throughout the school. **Strategy's Expected Result/Impact:** Discipline referrals and data, climate surveys **Staff Responsible for Monitoring:** PBIS/CHAMPS group and all teachers	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Connect students to extracurricular and elective groups and programs that bring them into the Strickland community, like GOAL, Robotics Club, WEB, NJHS, Garden, Jazz and Pop Choir, Fiddle Club, Robotics, Yearbook, Newsletter, D&D, Board Games, Chess, etc. **Strategy's Expected Result/Impact:** Improved student survey results regarding sense of belonging, improved grades, and leadership	Dec	Mar	May

skills,
Staff Responsible for Monitoring: Teacher sponsors

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$4,500.00
				Sub-Total	$4,500.00

Denton Independent School District

Ginnings Elementary

2023-2024 Improvement Plan

Mission Statement

To nurture, educate, and inspire students to become lifelong learners.

Vision

Empowering a community of lifelong learners.

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

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

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- Guiding Outcome 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 33
- Guiding Outcome 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. 34

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

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

GINNINGS ELEMENTARY SCHOOL--2022-23 Student Information	
Campus Program	One-Way Dual Language
Total Number of Students	650
Mobility Rate	16.6%
STUDENT ENROLLMENT BY RACE/ETHNICITY	
African American	16.9%
Asian	1.8%
Hispanic	56.3%
American India	0.3%
Pacific Islander	0.2%
Two or More Races	2.0%
White	22.5%

GINNINGS ELEMENTARY SCHOOL--2022-23 Student Information	
STUDENT ENROLLMENT BY TYPE	
Economically Disadvantaged	76.3%
English Language Learner	32.9%
Special Education Services	10.6%

(Please see TAPR Report for 2022-2023 for specific demographic information regarding testing, attendance, graduation, etc.)

Demographics Strengths

- Ginnings Elementary is a campus that has a diverse student and staff population.
- Ginnings Elementary provides different academic programs to address the academic needs of all students. These programs include Dual Language (One Way), ESL, Gifted and Talented, Special Education, General Education, Positive Academic Behavioral Support, Functional Life Skills, and Dyslexia.
- Ginnings Elementary serves students from kinder to 5th grade.
- Ginnings Elementary has increased its enrolment every year for the past few years.
- Ginnings Elementary staff demographic is diverse in race/ethnicity and gender.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggling with their social and emotional behavior. **Root Cause:** Higher student enrollment and lingering effects of school closures.

Problem Statement 2 (Prioritized): Special Education Students need strong support in all content areas as identified in their IEPS. **Root Cause:** Special Education Teachers need more training in content-specific areas.

Problem Statement 3 (Prioritized): Students lack background knowledge and real-world experience to relate to new content. **Root Cause:** Students have not experienced real-world learning and need more opportunities.

Student Learning

Student Learning Summary

Kindergarten Data for 2022-2023

Math

Language Arts

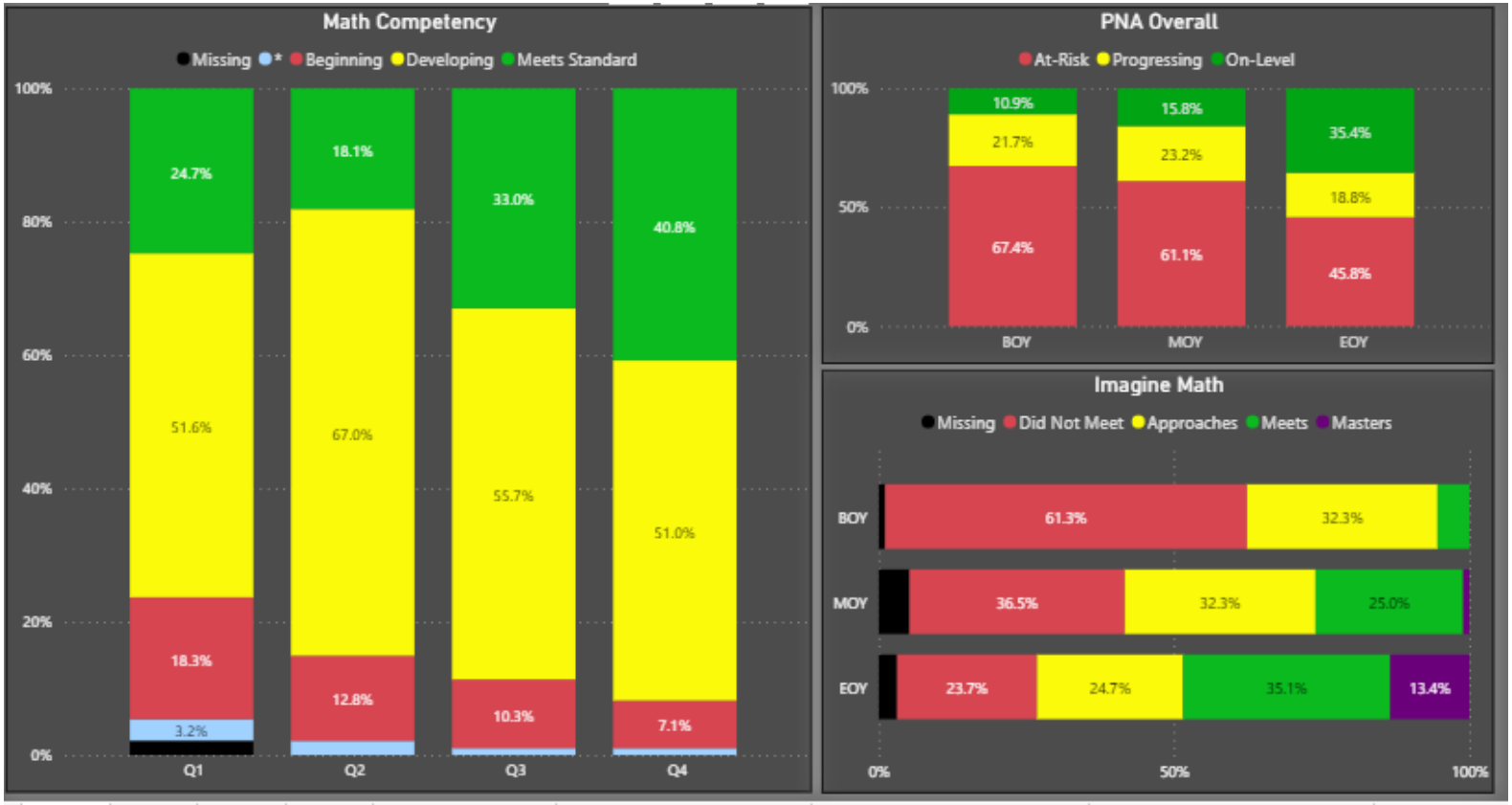
1st Grade Data for 2022-2023

Math

Language Arts

2nd Grade Data for 2022-2023

Math



Language Arts

3rd-5th Grade STAAR Data for 2022-2023

Ginnings Elementary 2022-2023 STAAR Results				
Grade	**Subject**	**Approaches**	**Meets**	**Masters**
3rd	Reading Language Arts	54%	38%	14%
3rd	Reading Language Arts (Spanish)	50%	25%	13%
3rd	Math	53%	25%	4%
3rd	Math (Spanish)	0%	0%	0%
4th	Reading Language Arts	66%	28%	9%

Ginnings Elementary 2022-2023 STAAR Results				
4th	Reading Language Arts (Spanish)	17%	0%	0%
4th	Math	46%	18%	6%
4th	Math (Spanish)	0%	0%	0%
5th	Reading Language Arts	71%	38%	13%
5th	Reading Language Arts (Spanish)	67%	44%	0%
5th	Math	58%	24%	3%
5th	Math (Spanish)	40%	0%	0%
5th	Science	54%	18%	3%
5th	Science (Spanish)	0%	0%	0%

Student Learning Strengths

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

- AFL
- Units of Study
- STEMscopes
- Mega Labs
- Workshop Model
- 5 Es
- UbD
- PLC
- 1 to 1 technology

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students have several identified gaps that are below level in Math and Reading. **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, and background knowledge.

Problem Statement 2 (Prioritized): Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas.

Problem Statement 3 (Prioritized): Special Education students under-perform their peers on State Assessments. **Root Cause:** Special Education teachers and content teachers need time and resources for co-teaching.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

School Processes & Programs Strengths

CURRICULUM, INSTRUCTION and ASSESSMENT

- Master schedule that includes specific times for interventions for Tier II and Tier III students
- Creation of JAG (Jaguars are Great) time to address HB4545 intervention
- C&I support in all areas for all grade levels
- PLC process to develop the 15-day challenge
- PLC crucial conversations
- MTSS sessions to report and address the academic and behavioral needs of students
- Common formative assessments developed according to identified essentials and 15 Day Challenge
- Zone assessments developed according to the district curriculum and established learning outcomes

- Weekly collaboration and planning in all subject areas and programs including interventions
- Effective use of district-provided resources
- Bilingual resources and bilingual classroom libraries provide for every bilingual classroom
- Implementation of workshop models
- Instructional vertical committees that meet every 9 weeks to analyze alignment within the instruction across grade levels
- 2 Instructional coaches that provide coaching, guide, and support to all teachers
- 3 interventionists and paraprofessionals that provide intervention services for HB4545 and tier II students
- ESSER tutor and K-2 tutor serving at-risk students.

TECHNOLOGY

- Technology is used for instruction, intervention, enrichment, and extensions.
- Staff attend training to improve their technology skills
- 1/1 Chromebook per student
- Promethean Boards in all classrooms

SCHOOL CONTEXT and ORGANIZATION

- 6 teachers are part of the district curriculum writers team.
- Effective communication between parents, teachers, and administrators is conducted by diverse methods such as email, TAC, Class Dojo, Sewsaw, phone calls, and newsletters.

STAFF QUALITY, RECRUITMENT, and RETENTION

- Detailed Duty schedules
- Mentorship program to support new teachers
- Coaching cycle for any teacher in need
- Professional development opportunities
- System to provide support for newly hired teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers that are new to the campus and new to teaching need additional support. **Root Cause:** New to the campus and new to teaching require additional training in order to gain a better understanding of their students' needs.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

FAMILY and COMMUNITY INVOLVEMENT

- Glows and grows are shared with parents weekly and monthly.
- Several social media platforms are used to communicate what is happening at Ginnings.
- Parents are given opportunities to be involved in the education of their children and in school events.
- Jag Jamborees to celebrate and recognize student achievement, effort, participation, and attendance.
- Lunch with a leader is offered for boys in 5th grade and girls in 4th grade.
- Communities in Schools

SCHOOL CULTURE and CLIMATE

- Teachers' values and beliefs are in alignment with the school's vision and mission.
- Teachers implement social-emotional learning strategies to support the need of the students
- Staff are committed to the academic success and well-being of all the students
- Teachers are supportive of each other

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The social and emotional needs of our students have increased. **Root Cause:** Students' behavioral support need has increased. More students have higher emotional needs than before.

Problem Statement 2 (Prioritized): Students need extracurricular activities and clubs to increase their activity level and be more engaged learners. **Root Cause:** Lingering effects

of COVID and school closure.

Priority Problem Statements

Problem Statement 1: Special Education Students need strong support in all content areas as identified in their IEPS.
Root Cause 1: Special Education Teachers need more training in content-specific areas.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Students struggling with their social and emotional behavior.
Root Cause 2: Higher student enrollment and lingering effects of school closures.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students lack background knowledge and real-world experience to relate to new content.
Root Cause 3: Students have not experienced real-world learning and need more opportunities.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Students have several identified gaps that are below level in Math and Reading.
Root Cause 4: Migrant students, students moving, learning disabilities, student attendance, and background knowledge.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers need to have adequate time to collaborate and plan engaging lessons.
Root Cause 5: The majority of our teachers have to plan for all content areas.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special Education students under-perform their peers on State Assessments.
Root Cause 6: Special Education teachers and content teachers need time and resources for co-teaching.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers that are new to the campus and new to teaching need additional support.
Root Cause 7: New to the campus and new to teaching require additional training in order to gain a better understanding of their students' needs.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The social and emotional needs of our students have increased.
Root Cause 8: Students' behavioral support need has increased. More students have higher emotional needs than before.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Students need extracurricular activities and clubs to increase their activity level and be more engaged learners.

Root Cause 9: Lingering effects of COVID and school closure.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: Ginnings Elementary School will focus on ensuring at least one year's growth in Reading and Math for every student while ensuring the scores for meets and masters increase as evidenced in the Beginning of the Year (BOY) to End of the Year (EOY) data during the 2023-2024 school year.

High Priority

HB3 Guiding Outcome

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.	Formative		
Strategy's Expected Result/Impact: More students meeting mastery during whole-group class instruction.	Dec	Mar	May
Staff Responsible for Monitoring: Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Campus Instructional Coach - Title I, Part A - $81,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus interventionists will intervene with students and teachers to support Tier II, & III instruction.	Formative		
Strategy's Expected Result/Impact: Improved student achievement.	Dec	Mar	May
Staff Responsible for Monitoring: Reading Interventionist Math Interventionist Bilingual/ESL Interventionist Reading Recovery & DLL Interventionists Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Teachers and Part-Time/Temporary support teachers will intervene with students and teachers to support Tier II & III instruction.	Dec	Mar	May
Strategy's Expected Result/Impact: Improved student academic achievement. **Staff Responsible for Monitoring:** Instructional Coaches Campus Interventionists Administration Campus Tutors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Tutoring time - State Compensatory Education (SCE) - $17,500			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: JAG Time (accelerated instruction, intervention, extension and enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.	Dec	Mar	May
Strategy's Expected Result/Impact: Improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups. **Strategy's Expected Result/Impact:** Increased teacher collective inquiry and improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Substitutes for Classroom teachers - Title I, Part A - $7,000			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Professional development will be conducted to increase teacher quality for improved student achievement. **Strategy's Expected Result/Impact:** Increased teacher quality and improved student achievement. **Staff Responsible for Monitoring:** Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1			

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Supplemental resources will be used to support student learning and teacher best practices. **Strategy's Expected Result/Impact:** Increased supplemental resources for improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists Library Media Specialist Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Demographics 3 **Funding Sources:** Supplemental supplies and materials - Title I, Part A - $14,154.61	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement. **Strategy's Expected Result/Impact:** Increased academics and improved behaviors among students. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists School Counselor Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 9: iReady Math and Reading will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year. **Strategy's Expected Result/Impact:** Differentiated supports for improved student achievement. **Staff Responsible for Monitoring:** Classroom Teachers Campus Interventionists Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1			

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: A variety of classroom walkthroughs and observations will be conducted to focus on teacher development and student learning for expected growth and engagement. **Strategy's Expected Result/Impact:** Increase expertise in teacher knowledge and student achievement **Staff Responsible for Monitoring:** Administrators Administrative Intern **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: 100% of students that did not meet standards on STAAR will receive 30 or 60 hours of accelerated instruction (depending on student performance data), in order to demonstrate more than one-years growth. **Strategy's Expected Result/Impact:** Students gain more than one year's growth in the appropriate subject. **Staff Responsible for Monitoring:** Classroom teachers Interventionist **Title I:** 2.4, 2.5, 2.6			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students lack background knowledge and real-world experience to relate to new content. **Root Cause**: Students have not experienced real-world learning and need more opportunities.
Student Learning
Problem Statement 1: Students have several identified gaps that are below level in Math and Reading. **Root Cause**: Migrant students, students moving, learning disabilities, student attendance, and background knowledge.
Problem Statement 2: Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause**: The majority of our teachers have to plan for all content areas.
School Processes & Programs
Problem Statement 1: Teachers that are new to the campus and new to teaching need additional support. **Root Cause**: New to the campus and new to teaching require additional training in order to gain a better understanding of their students' needs.

Guiding Outcome 2: . Culture & Climate

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

Performance Objective 1: Ginnings Elementary School will establish a positive school culture & climate through events and programs that will build community among all stakeholders from August 2023 to May 2024.

High Priority

Evaluation Data Sources: Culture & Climate Data
Attendance Report/Data
Panorama Data
Campus Survey Data (Oct, Jan, April)

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

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Jag Jamboree School-Wide Assemblies will be held for student and teacher recognitions, attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc. every Nine Weeks. **Strategy's Expected Result/Impact:** Students and staff feeling appreciated and recognized. **Staff Responsible for Monitoring:** School Counselor Administration Administrative Intern **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Perceptions 1	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections. **Staff Responsible for Monitoring:** Campus Interventionist Instructional Coaches School Counselor Administration **Title I:** 2.5, 4.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Perceptions 1 **Funding Sources:** Supplies, materials, snacks, and refreshments for parent involvement - Title I, Part A - $2,489.39	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement.	Dec	Mar	May
Strategy's Expected Result/Impact: Proud student sense of belonging and involvement. **Staff Responsible for Monitoring:** Club/Organization Sponsors School Counselor Administration **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Perceptions 2			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Communities in Schools (CIS), along with other community partnerships, will support our student and family needs.	Dec	Mar	May
Strategy's Expected Result/Impact: Increased wraparound services for students and families. **Staff Responsible for Monitoring:** CIS Coordinator Volunteer Coordinator School Counselor Administration **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Perceptions 1 **Funding Sources:** Communities in School on campus - Title I, Part A - $14,000			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Students will receive the Social Emotional Support needed in order to be successful.	Dec	Mar	May
Strategy's Expected Result/Impact: Students are able to regulate their emotions and be prepared to learn. **Staff Responsible for Monitoring:** Resource/At risk Counselor **Problem Statements:** Demographics 1 **Funding Sources:** Resource Counselor - Title I, Part A - $82,000			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. **Root Cause**: Higher student enrollment and lingering effects of school closures.
Perceptions
Problem Statement 1: The social and emotional needs of our students have increased. **Root Cause**: Students' behavioral support need has increased. More students have higher emotional needs than before.
Problem Statement 2: Students need extracurricular activities and clubs to increase their activity level and be more engaged learners. **Root Cause**: Lingering effects of COVID and school closure.

Guiding Outcome 3: Growth & Management -

In pursuit of excellence, we will:

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

Performance Objective 1: Establish a high-quality and robust professional development plan that meets the needs of the teachers.

Evaluation Data Sources: Lesson cycle
Walkthrough
Teacher growth
Teacher surveys

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Professional Development will be focused on supporting teachers and building campus culture. **Strategy's Expected Result/Impact:** Teachers will feel valued and supported. **Staff Responsible for Monitoring:** Administration Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers that are new to the campus and new to teaching need additional support. **Root Cause**: New to the campus and new to teaching require additional training in order to gain a better understanding of their students' needs.

Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: During the school year 2023-2024, Ginnings Elementary will expose students to a variety of opportunities for exploring extracurricular academic, athletic, and leadership clubs in order to better equip students with the necessary skills to be successful in their lives.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Develop clubs during and afterschool that allow students to explore different ways to be an active learner. Choir Video Journalism Art LEAGUE GOAL GEMS Minecraft STEM Creative Writing Color Guard Student Council **Strategy's Expected Result/Impact:** Students will learn to communicate by using the 4 Cs: communication, collaboration, critical thinking, and creativity. Student will learn the importance of dedication and consistency. **Staff Responsible for Monitoring:** Club sponsors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Perceptions 2			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Each nine weeks, students will selected by teachers who demonstrate Pillars of Character will receive special recognition. **Strategy's Expected Result/Impact:** Improve students SEL and servant leadership. **Staff Responsible for Monitoring:** Classroom teachers School Counselor Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Perceptions 1	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Provide supplemental opportunities for students to experience real-world learning through programs such as field trips to ensure a well-rounded education and to provide experiences to close the opportunity gap. **Strategy's Expected Result/Impact:** Students will experience real-world learning. **Staff Responsible for Monitoring:** Classroom teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students lack background knowledge and real-world experience to relate to new content. **Root Cause**: Students have not experienced real-world learning and need more opportunities.

Perceptions
Problem Statement 1: The social and emotional needs of our students have increased. **Root Cause**: Students' behavioral support need has increased. More students have higher emotional needs than before.
Problem Statement 2: Students need extracurricular activities and clubs to increase their activity level and be more engaged learners. **Root Cause**: Lingering effects of COVID and school closure.

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.
1	1	2	Campus interventionists will intervene with students and teachers to support Tier II, & III instruction.
1	1	3	Teachers and Part-Time/Temporary support teachers will intervene with students and teachers to support Tier II & III instruction.
1	1	4	JAG Time (accelerated instruction, intervention, extension and enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.
1	1	5	PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/ adjust intervention/enrichment student groups.
1	1	6	Professional development will be conducted to increase teacher quality for improved student achievement.
1	1	7	Supplemental resources will be used to support student learning and teacher best practices.
1	1	8	Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement.
1	1	9	iReady Math and Reading will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.
1	1	10	A variety of classroom walkthroughs and observations will be conducted to focus on teacher development and student learning for expected growth and engagement.
2	1	1	A variety of incentives and recognitions will be implemented to honor the efforts, hard work, and commitment of our students, parents, staff, and the community.
2	1	2	Jag Jamboree School-Wide Assemblies will be held for student and teacher recognitions, attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc. every Nine Weeks.
2	1	3	Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections.
2	1	4	School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement.
2	1	5	Communities in Schools (CIS), along with other community partnerships, will support our student and family needs.
4	1	1	Develop clubs during and afterschool that allow students to explore different ways to be an active learner. Choir Video Journalism Art LEAGUE GOAL GEMS Minecraft STEM Creative Writing Color Guard Student Council
4	1	2	Each nine weeks, students will selected by teachers who demonstrate Pillars of Character will receive special recognition.

State Compensatory

Budget for Ginnings Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.5
Brief Description of SCE Services and/or Programs

Personnel for Ginnings Elementary

Name	Position	FTE
Ingrid Gonzalez	Math Interventionist 3-5	0.5
Kristen Gray	Reading Interventionist 3-5	NaN
Stephanie Blankenship	Literacy Support K-2 / Reading Recovery	NaN

Title I Personnel

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

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutoring time		$17,500.00
				Sub-Total	$17,500.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Instructional Coach		$81,000.00
1	1	5	Substitutes for Classroom teachers		$7,000.00
1	1	7	Supplemental supplies and materials		$14,154.61
2	1	3	Supplies, materials, snacks, and refreshments for parent involvement		$2,489.39
2	1	5	Communities in School on campus		$14,000.00
2	1	6	Resource Counselor		$82,000.00
				Sub-Total	$200,644.00

Denton Independent School District

Hodge Elementary

2023-2024 Improvement Plan

Mission Statement

Mission: Teach • Learn • Grow • Serve

Motto: Whatever it takes, no excuses.

Vision

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

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

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

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- Guiding Outcome 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 20
- Guiding Outcome 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 25

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2023

Demographics

Demographics Summary

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

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

Established: 1987

Mascot: Hawk

Colors: Red, Black, and White

Mission: Teach, Learn, Grow, Serve

Vision: A school that cultivates an inclusive, supportive community by valuing and incorporating students' life experiences while encouraging ownership of learning.

Motto: Whatever it takes, no excuses.

The overall campus demographics are:

Group	Count	Percent
All	644	100
PreK	17	3
K	87	14

Group	Count	Percent
1	96	15
2	90	14
3	113	18
4	108	17
5	111	17
PABS	9	1
COMS	16	2
African American	41	6
Hispanic	495	77
White	90	14
Other	18	3
504	47	7
Special Education	143	22
LEP	310	48
Gifted & Talented	60	9
Econ. Status	506	79

The staff demographics are:

Group	Size
African American	2%
Hispanic	45%
White	48%
Other	5%

Demographics Strengths

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

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

- ACE/CIS After School Program

- CIS Daytime Program

- Multicultural Events and Family Nights

- Teacher sponsored after school clubs and programs including Taekwondo, GOAL, Ballet Folkloriko, Readers' Theatre, Choir, Book Club.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

Problem Statement 2 (Prioritized): Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Problem Statement 3 (Prioritized): Hodge continues to need technology/software that supports Oral Administration and Translation extensions to support the students in accessing the curriculum and producing original work products for students with various accommodations.

Problem Statement 4 (Prioritized): Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.

Student Learning

Student Learning Summary

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

Hodge students are making strides in their social emotional, behavioral, and academic learning. We have identified a strong need for improvement of "Meets" across all grade levels and subject areas on state assessments. We have systems in place to allow teachers time for planning (PLC), intervening (WIN), and monitoring student progress (MTSS) that are built in to our master schedule. We have identified a need to increase student access to books, especially in Spanish. We value continuous professional development in the areas of Assessment for Learning, Dual Language, PLC, and Social Emotional Well Being. Our staff is engaging in the Texas Lesson Study, self directed professional development processes to learn and implement their learning into the lessons they craft. We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

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

See below for specifics to the 22-23 STAAR results we are using to address strengths, challenges, and gaps.

Comparing Hodge 21-22 to Hodge 22-23

D=Did Not Meet, A=Approaching, M (first in sequence)=Meets, M (second in sequence)=Masters
Y=Year: This is a direct comparison from one year to the next in the same grade level, subject, and language of test.
SG=Student Group: This is a comparison of the same student group year to year. Example: 3rd grade English Reading in 21-22 to 4th grade English Reading in 22-23.

Reading/ Writing D/A/M/M	3rd		4th		5th	
	Eng	Spn	Eng	Spn	Eng	Spn
21-22	20/33/27/20	68/26/6/0	36/23/19/22	27/37/13/23	24/23/18/35	43/28/15/14
22-23 Y	30/23/21/26	45/28/26/2	32/34/23/11	65/26/6/3	22/18/33/27	45/18/18/18
SG	---	---	32/34/23/11	65/26/6/3	22/18/33/27	45/18/18/18

Math D/A/M/M	3rd	4th	5th
	Eng	Eng	Eng
21-22	22/35/20/24	41/26/12/11	21/35/21/23

Math D/A/M/M	3rd	4th	5th
	Eng	Eng	Eng
22-23	24/35/22/8	36/36/17/10	19/25/36/10

Science D/A/M/M	5th
	Eng
21-22	28/34/19/19
22-23	39/29/21/11

Comparing Hodge to District, Region, State

Expected Performance: As a campus with high needs, we determined the following ratings for Hodge.
Expected Performance: Around 5% points below District, Region, and State averaged performance.
Lower than Expected Performance: More than 7% points below District, Region, and State averaged performance.
Better than Expected Performance: On par or above District, Region, and State averaged performance.

	3rd	4th	5th
Reading/Writing Eng	Expected Performance	Lower than Expected	Expected Performance
Reading/Writing Spn	Better than Expected	Lower than Expected	Lower than Expected
Math	Expected Performance	Expected Performance	Better than Expected
Science			Eng: Expected Perform. Spn: Better than Expected

Student Learning Strengths

Student Achievement - Based on the results from the 2021-2022 School Report Card.

* Hodge scored a C.

* Hodge earned a distinction in Science.

Morning Clubs

RISE (SEL Lessons/CharacterStrong)

Check In/Check Out (CICO) Mentor Program

Student Recognition (Positive Office Referrals/Hodge High 5's/Announcements/Awards Assemblies)

Book of the Month Initiative

Use of AfL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

Benchmark Taller de Lectura y Escritura

PLC Extended Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Documented Interventions

Teacher Directed Professional Development Sessions through Texas Lesson Study

ESSER Tutors

Newcomer Support (ESL)

Focus Groups

Explicit Direct Instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

Problem Statement 2 (Prioritized): To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

* STEAM clubs for all students every Friday.

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

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

* RISE (social emotional) lessons are provided daily in all classrooms using CharacterStrong curriculum.

* Focus Groups for Shared Leadership and Decision Making

* Teacher Directed Professional Development Sessions with Texas Lesson Study practices.

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

* Morning clubs that consist of Fine Arts (PE, Art, Yoga, Reading).

* After School Clubs: Martial Arts, Readers' Theatre, Ballet Folklorico, GOAL, Choir, Reading Club.

* Awards Assemblies on the half day Fridays.

* Classroom Behavior Support from Administration/Counseling Team

Attendance

Year	ADA Rate
Current Year * As of 9.19.23	96.02
22-23	94.67
21-22	93.73
20-21	95.67
19-20	96.81
18-19	96.04

School Processes & Programs Strengths

Curriculum, Instruction and Assessment

- Creation of a Master Schedule that allows all grade level teachers to have the same conference period to collaborate and have PLCs during the school day
- Use of WIN Time to address HB4545/HB1416 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-led researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our grade levels
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criterias, Student Goal Setting, and Effective Questioing)

Technology

- All staff trained in Seesaw, Google Classroom, and other apps on the Denton ISD portal to allow student access to material

- An increased use of technology for assessment and immediate feedback

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

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

- Strong support from campus technology staff

- We are a 1:1 Chromebook campus

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

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

- Organized duty stations

- Supervision inside and outside the campus is actively monitored by staff

- Student/teacher interactions are positive.

Staff Quality, Recruitment and Retention

- "Welcome to Our School" Pamphlet provided to interviewees

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth

- New Teacher Mentor Support and Monthly Meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Perceptions

Perceptions Summary

Family and Community Involvement - Family and Community Involvement refers to how these stakeholders are informed, invested, and involved as partners in supporting the
school community to maintain high expectations and high achievement for all students.

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

Hodge ES has several wonderful opportunities for families to engage with the school personnel, through evening events, clubs, and other family outreach events. The staff and students take pride in the mission and motto of our school. The campus needs in this area include increased parent communication and additional staff to support students and their families, such as another full time counselor. To help meet students' needs additional training on strategies for working with students who have experienced ACEs and/or living in extreme poverty is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff. The school needs to support PLC work by ensuring that it is goal driven and data fueled, continuing to emphasize support for bilingual students with special needs, and providing resources for WIN.

Perceptions Strengths

Family and Community Involvement -
- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more

- High levels of social media and email and phone blast are keeping parents in the loop

- Celebration of Learning/ Winter Wonderland Family Nights

- Ballet Folklorico Club

- Holiday Support for Families

School Culture and Climate ~

- Relationships built by staff with students

- Committed staff

- Staff is happy to be at work

- High but achievable expectations that allows students to reach goals

- Staff is helpful

- Teachers are involved

- Students living out our inclusive culture by helping peers and teachers

- Staff feels that administration is creating a positive culture

- Staff and students know, and live by, the school Mission and Motto

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Problem Statement 2 (Prioritized): Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Priority Problem Statements

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

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Root Cause 2:

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Hodge continues to need technology/software that supports Oral Administration and Translation extensions to support the students in accessing the curriculum and producing original work products for students with various accommodations.

Root Cause 5:

Problem Statement 5 Areas: Demographics

Problem Statement 6: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Root Cause 6:

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Root Cause 7:

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Root Cause 8:

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.

Root Cause 9:

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Revised/Approved: September 20, 2023

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: To increase student achievement for all students by a minimum of one year's growth in reading and math as evidenced by iReady through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, ELI/SELI data, PNA data, iReady data, Data and anecdotal conversations from PLC, Common Formative Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: 100% of eligible HB4545/HB1416 students will be served by May 2024. Additional part time, temporary staff will be hired to tutor students. **Strategy's Expected Result/Impact:** Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, C&I **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Tutors - State Compensatory Education (SCE) - $17,500			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **Strategy's Expected Result/Impact:** Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Common Formative Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries. **Staff Responsible for Monitoring:** Reading Interventionists (Flora Morales-Jimenez, Julie Ward, Iris Ramirez, Leda Byington, Stacy Shrestha, & Colleen Moore) as monitored by administration. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Reading Interventionists - Title I, Part A - $74,412.66, Reading Interventionists - State Compensatory Education (SCE) - $140,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **Strategy's Expected Result/Impact:** Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, PNA, Common Formative Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, Math Closet. **Staff Responsible for Monitoring:** Math Coach/ Interventionist (Pam Hurst, Leda Byington) as monitored by administration. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $35,000			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month. **Strategy's Expected Result/Impact:** Increase in % meeting standard on Inferencing and Comprehension per STAAR results. **Staff Responsible for Monitoring:** Academic coaching team, Classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Subs - Title I, Part A - $6,000			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Purchase effective research-based materials and technology in Math, Science, and Literacy to target specific standards in which students struggle, including: Chromebooks, books, intervention materials, software programs, and manipulatives. **Strategy's Expected Result/Impact:** Increase in % meeting standard: STAAR results , ELI/SELI/DRA BOY, MOY & EOY **Staff Responsible for Monitoring:** Principal and Academic Coaching Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Instructional Materials and Technology for Literacy, Math, and Science - Title I, Part A - $8,500	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor. **Strategy's Expected Result/Impact:** Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Substitutes - Title I, Part A - $6,000	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses. **Strategy's Expected Result/Impact:** SPED Referral Rates **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Assessment Materials - Title I, Part A - $1,000			

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Teachers will support students in developing their writing skills by require written responses in all subject areas, explicitly teaching revising and editing skills, and providing opportunities for students to answer constructed response type questions in classroom practice and formal and informal testing in all subject areas. **Strategy's Expected Result/Impact:** Increase % meeting standard: Student Assessments Formative and Summative results **Staff Responsible for Monitoring:** Teachers, Interventionists, Administration **Problem Statements:** Student Learning 1, 2			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Problem Statement 3: Hodge continues to need technology/software that supports Oral Administration and Translation extensions to support the students in accessing the curriculum and producing original work products for students with various accommodations.

Student Learning
Problem Statement 1: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.
Problem Statement 2: To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

School Processes & Programs
Problem Statement 1: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.
Perceptions
Problem Statement 1: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: To improve the culture and climate for teaching and learning as evidenced by a 10% increase in the Staff & Campus Engagement results through engaging students and parents in the school community and teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

High Priority

Evaluation Data Sources: Enrollment Data, Staff Roster, CLT/Teacher observations, PTA Enrollment, Family Engagement Nights, Parent electronic communication, District Parent and Teacher Surveys, Campus Staff Surveys, Teaming / Planning Time/PLCs, Teacher Self Assessments, Professional Development Data, Walk Through Data, T-TESS evaluation data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready through the use of Character Strong curriculum. **Strategy's Expected Result/Impact:** Increase positive, school ready behaviors, Decrease in chronically absent students, Improved School Culture. **Staff Responsible for Monitoring:** Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** CharacterStrong Curriculum and Tier 2 Resources - Title I, Part A - $7,023			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Provide a Behavior and Social Emotional Learning CHOICES Specialist at Hodge ES. **Strategy's Expected Result/Impact:** The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning. **Staff Responsible for Monitoring:** Administration, Emily Basaldua **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Choices Behavior Interventionist - Title I, Part A - $61,170.31			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Full time behavior interventionist paraprofessional to support students with their behaviors and social adjustment needs **Strategy's Expected Result/Impact:** Decrease in office referrals. **Staff Responsible for Monitoring:** Administration, Kristen Young **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Behavior Interventionist Paraprofessional - Title I, Part A - $30,242.74			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, parent newsletters (containing education, tips, and advice), and parent events. **Strategy's Expected Result/Impact:** Strengthening relationships with parents will directly impact student achievement. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 4 - Perceptions 2 **Funding Sources:** Parent Involvement Supplies and Food - Title I, Part A - $1,918			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: Add a third counselor through Communities In Schools of North Texas daytime program. **Strategy's Expected Result/Impact:** The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning. **Staff Responsible for Monitoring:** Administration, Quinlyn Martin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2 **Funding Sources:** CIS Daytime Counselor - Title I, Part A - $14,000			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Problem Statement 2: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Demographics
Problem Statement 4: Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.
Perceptions
Problem Statement 2: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutors		$17,500.00
1	1	2	Reading Interventionists		$140,000.00
1	1	3	Math Interventionist		$35,000.00
				Sub-Total	$192,500.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionists		$74,412.66
1	1	4	Subs		$6,000.00
1	1	5	Instructional Materials and Technology for Literacy, Math, and Science		$8,500.00
1	1	6	Substitutes		$6,000.00
1	1	7	Assessment Materials		$1,000.00
2	1	1	CharacterStrong Curriculum and Tier 2 Resources		$7,023.00
2	1	2	Choices Behavior Interventionist		$61,170.31
2	1	3	Behavior Interventionist Paraprofessional		$30,242.74
2	1	4	Parent Involvement Supplies and Food		$1,918.00
2	1	5	CIS Daytime Counselor		$14,000.00
				Sub-Total	$210,266.71

Denton Independent School District

Nette Shultz Elementary

2023-2024 Improvement Plan

Mission Statement

Shultz Elementary Mission Statement

Learning for Life

Aprendizaje por vida

Vision

Shultz Elementary Vision

Working together in a unified school community, we are committed to doing whatever it takes for all students to learn and achieve at high levels. We accept collective responsibility to help every child acquire the essential academic and nonacademic skills that will prepare them to lead impactful, successful, and fulfilling lives.

Trabajando juntos en una comunidad escolar unificada, estamos comprometidos a hacer lo que sea necesario para que todos los estudiantes aprendan y alcancen altos niveles. Aceptamos la responsabilidad colectiva de ayudar a cada niño a adquirir las habilidades esenciales académicas y no académicas que los prepararán para tener vidas impactantes, exitosas y valiosas.

Values

Shultz Elementary Values

Our school is a unified family of caring and committed educators, parents, and community members working together for the success of every student. We are intentional in cultivating trustful, positive, respectful relationships with our students and families. The support and involvement of our parents and community are crucial to our success.

All students, staff, and families are important members of our school family. We embrace our school's diversity and seek ways for all children and families to feel welcomed, included, and valued at our school. Our community is stronger when students are empowered to celebrate and value their own culture and the cultures of others.

We collaborate in teams to set goals and analyze data to maximize student learning. We value continuous learning for all students and staff members, and we

are innovative in our use of best practices to meet the individual learning needs of our children.

We maintain high standards and expectations for students, staff, and parents. As we believe that all children are capable of learning and achieving at high levels, we hold all students to high expectations for their learning, effort, quality of work, and behavior. As adults, we hold one another to high standards and model the positive character traits we seek to cultivate in our students.

We understand that creating a safe, challenging, and engaging learning environment at school is crucial to students reaching their full potential. We value teaching in ways that inspire curiosity, creativity, independence, and critical thinking in our children. We model vulnerability and excitement for learning that encourage students to ask questions and view mistakes as opportunities for growth.

We value meeting the needs of the whole child, including their academic, artistic, musical, physical, social, and emotional development. We provide students the tools they need to take ownership of their own learning and grow in their leadership skills.

We actively celebrate the effort, achievement, and growth of all members of our school community. We affirm students and one another for positive character and leadership behaviors, and we strive to support all people in our Mustang family.

Nuestra escuela es una familia unida que consiste de educadores, padres y miembros de la comunidad solidarios y comprometidos a trabajar juntos para el éxito de cada estudiante. Somos intencionales en cultivar relaciones de confianza, positividad y respeto con nuestros estudiantes y familias. El apoyo y la participación de nuestros padres y la comunidad son cruciales para nuestro éxito.

Todos los estudiantes, el personal y las familias son miembros importantes de nuestra familia escolar. Aceptamos la diversidad de nuestra escuela y buscamos formas para que todos los niños y las familias se sientan bienvenidos, incluidos y valorados en nuestra escuela. Nuestra comunidad es más fuerte cuando los estudiantes están empoderados para celebrar y valorar su propia cultura y las culturas de los demás.

Colaboramos en equipos para establecer objetivos y analizar datos para maximizar el aprendizaje de los estudiantes. Valoramos el aprendizaje continuo para todos los estudiantes y miembros del personal, y somos innovadores en nuestro uso de las mejores prácticas para satisfacer las necesidades de aprendizaje individuales de nuestros niños.

Mantenemos altos estándares y expectativas para los estudiantes, el personal y los padres. Como creemos que todos los niños son capaces de aprender y alcanzar altos niveles, mantenemos a todos los estudiantes con altas expectativas en cuanto a su aprendizaje, esfuerzo, calidad de trabajo y comportamiento. Como adultos, nos mantenemos unos a otros con altos estándares y modelamos los rasgos de carácter positivos que buscamos cultivar en nuestros estudiantes.

Entendemos que crear un ambiente de aprendizaje seguro, desafiante y atrayente en la escuela es crucial para que los estudiantes alcancen su máximo potencial. Valoramos la enseñanza de maneras que inspiren curiosidad, creatividad, independencia y pensamiento crítico en nuestros niños. Modelamos la vulnerabilidad y el entusiasmo por el aprendizaje que alientan a los estudiantes a hacer preguntas y ver los errores como oportunidades de crecimiento.

Valoramos satisfacer las necesidades del niño en su totalidad, incluyendo su desarrollo académico, artístico, musical, físico, social y emocional. Brindamos a los estudiantes las herramientas que necesitan para apropiarse de su propio aprendizaje y desarrollar sus habilidades de liderazgo.

Celebramos activamente el esfuerzo, el logro y el crecimiento de todos los miembros de nuestra comunidad escolar. Afirmamos a los estudiantes y unos a otros

por comportamientos positivos de carácter y el liderazgo, y nos esforzamos por apoyar a todas las personas en nuestra familia Mesteño.

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Guiding Outcomes 30
- Guiding Outcome 1: Through the implementation of multi-tiered systems of support by Professional Learning Teams, Shultz Elementary students will make at least one year's worth of growth in essential reading and math fluency skills from September 2023 to May 2024. All grade levels will experience at least a 5% growth in the percentage of students performing on grade level in essential reading and math skills during this time period. 31
- Guiding Outcome 2: The staff of Shultz Elementary will work together to increase staff ratings on the Gallup Employee Engagement Survey relating to feeling valued, heard, recognized, and appreciated in the workplace. 36

Campus Funding Summary 41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nette Shultz Elementary, formerly Woodrow Wilson Elementary, first opened its doors in 1960. In 2021, our Mustang community transitioned to a new school building under our new school name. This is our 64th year serving the north Denton community. Shultz Elementary is a Title 1 school and proudly serves a diverse community of students, staff, and families. Just over half of our students qualify to receive free or reduced price meals at school.

The first two-way dual language program in Denton ISD was established at our school. Our campus serves 709 students in September 2023, experiencing significant growth in our student population in recent years. The majority of our emergent bilingual / English language learners are served in dual language classrooms. We have two Adaptive and Functional Skills classrooms and one Stepping Up Communications classroom that serve students receiving special education services from across the district. Our students are served by highly qualified, experienced, talented, and dedicated educators. Nearly three fourths of our teachers have more than five years of experience, and over half of our teachers have more than ten years of experience.

Percent of Active Students by Federal Race/Ethnicity

- American Indian or Alaska Native - 0.2%
- Asian - 1.1%
- Black or African American -10%
- Hispanic/Latino - 36.6%
- Two or More Races - 5.3%
- White - 46.9%

Economically Disadvantaged Student Group - 50.8%

Special Education - 13.9%

Emergent Bilingual / English Language Learners - 15.9%

Percent of Teachers by Race/Ethnicity

- Black or African American -4.1%
- Hispanic/Latino - 24.6%
- White - 71.3%

Demographics Strengths

The campus staff has several members that have 20+ years of experience in education with the majority having more than ten years with a high staff retention rate. The Campus

Leadership Team makes decisions that are based on data, which leads to staff development that focuses on the campus needs. The administration actively recruits highly qualified teachers who are committed to serving at our campus for many years into the future. New teachers are supported through a robust campus and district mentor program. The campus supports student learning through staff development and instructional coaches and interventionists. Our campus has math, literacy, and bilingual/ESL instructional coach/ interventionists as well as dyslexia, reading recovery, and DLL specialists to support struggling learners. Our gifted and talented teachers provide learning opportunities for students to help build background knowledge and provide equity. The Campus Leadership Team uses data to determine the best use of the Title 1 funds that support the students through supplemental learning opportunities, resources, and real world learning experiences through field trips. Supplemental resources are provided for all students to support learning in math, reading, writing, science, and social studies. Through the campus Multi-Tiered System of Supports team decisions are made to provide the appropriate intervention and resources for student learning and behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our emergent bilingual and English language learning student population performs significantly below the general population of students academically. **Root Cause:** Systems of academic progress monitoring, clarification around essential learning outcomes, and strong intervention systems in all grade levels need to be strengthened to support this specific student group.

Problem Statement 2: The racial/ethnic makeup of our teachers and staff does not closely align with the makeup of our student population. **Root Cause:** Priority needs to be placed on recruiting and hiring teachers from more diverse backgrounds.

Student Learning

Student Learning Summary

Utilizing K-5 local progress monitoring data reported by teachers, our students made growth in several areas thanks to the hard work of our grade level teachers, interventionists, and special education specialists.

Kindergarten MONOLINGUAL							
ENGLISH Letter ID		**At Risk**	**Prog**	**On Level**	**TOTAL**		
October	Students					*No District Levels*	
	Percentage						
February	Students	3	10	80	93	45 Letters	
	Percentage	3%	11%	86%			
March	Students	1	6	84	91	47 Letters	
	Percentage	1%	7%	92%			
Kindergarten MONOLINGUAL							
ENGLISH Letter Sounds		**At Risk**	**Prog**	**On Level**	**TOTAL**		
October	Students					*No District Levels*	
	Percentage						
February	Students	5	6	82	93	20 Sounds	
	Percentage	5%	6%	88%			
March	Students	3	5	83	91	22 Sounds	
	Percentage	3%	5%	91%			
Kindergarten MONOLINGUAL							
ENGLISH Reading Levels		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	
February	Students	16	30	27	21	94	Level C
	Percentage	17%	32%	29%	22%		
March	Students	10	15	38	28	91	
	Percentage	11%	16%	42%	31%		
Kindergarten MONOLINGUAL							

Kindergarten MONOLINGUAL							
Forward Counting Level		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	
October	Students		12	48	36	96	Level A
	Percentage		13%	50%	38%		
February	Students	1	8	68	17	94	Level B
	Percentage	1%	9%	72%	18%		
March	Students	1	4	60	26	91	
	Percentage	1%	4%	66%	29%		

Kindergarten BILINGUAL							
SPANISH Letter ID		**At Risk**	**Prog**	**On Level**	**TOTAL**		
October	Students					*No District Levels*	
	Percentage						
February	Students	1	8	7	16	52 Letters	
	Percentage	6%	50%	44%			
March	Students	3	3	10	16	54 Letters	
	Percentage	19%	19%	62%			

Kindergarten BILINGUAL							
SPANISH Letter Sounds		**At Risk**	**Prog**	**On Level**	**TOTAL**		
October	Students					*No District Levels*	
	Percentage						
February	Students	1	5	10	16	26 Sounds	
	Percentage	6%	31%	63%			
March	Students	2	3	11	16	26 Sounds	
	Percentage	13%	19%	69%			

Kindergarten BILINGUAL							
SPANISH Reading Levels		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	

Kindergarten BILINGUAL							
February	Students	5	9	3	0	17	Level C
	Percentage	29%	53%	18%	0%		
March	Students	3	10	3	0	16	
	Percentage	19%	63%	19%	0%		

Kindergarten BILINGUAL							
Forward Counting Level		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students		7	3	6	16	Level A
	Percentage		44%	19%	37%		
February	Students	0	3	9	5	17	Level B
	Percentage	0%	18%	53%	29%		
March	Students	0	2	11	5	18	
	Percentage	0%	11%	61%	28%		

1st Grade MONOLINGUAL							
ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	25	13	18	48	104	Level D
	Percentage	24%	13%	17%	46%		
February	Students	20	12	13	64	109	Level G
	Percentage	18%	11%	12%	59%		
March	Students	21	7	18	61	107	Level H
	Percentage	20%	7%	17%	57%		

1st Grade MONOLINGUAL							
Backward Counting Level		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	1	36	52	15	104	Level B
	Percentage	1%	35%	50%	14%		
February	Students	0	8	34	67	109	
	Percentage	0%	7%	31%	61%		
March	Students	4	22	13	68	107	Level C
	Percentage	4%	21%	12%	64%		

1st Grade BILINGUAL							
SPANISH Reading Levels		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	
October	Students	7	0	3	4	14	Level D
	Percentage	50%	0%	21%	29%		
February	Students	2	3	1	8	14	Level G
	Percentage	14%	21%	7%	57%		
March	Students	5	1	2	5	13	Level H
	Percentage	38%	8%	15%	38%		
1st Grade BILINGUAL							
Backward Counting Level		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	
October	Students	1	7	5	0	13	Level B
	Percentage	8%	54%	38%	0%		
February	Students	0	1	4	8	13	
	Percentage	0%	8%	31%	62%		
March	Students	1	3	0	9	13	Level C
	Percentage	8%	23%	0%	69%		
2nd Grade MONOLINGUAL							
ENGLISH Reading Levels		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	
October	Students	7	12	14	51	84	Level J
	Percentage	8%	14%	17%	61%		
February	Students	7	16	16	46	85	Level L
	Percentage	8%	19%	19%	54%		
March	Students	11	24	16	34	85	Level M
	Percentage	13%	28%	19%	40%		
2nd Grade MONOLINGUAL							
Addition Fluency Level		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL**	
October	Students	12	18	32	22	84	Level D
	Percentage	14%	21%	38%	26%		

2nd Grade MONOLINGUAL							
February	Students	6	36	43		85	Level E
	Percentage	7%	42%	51%			
March	Students	6	34	45		85	
	Percentage	7%	40%	53%			
2nd Grade MONOLINGUAL							
Subtraction Fluency Level		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	16	24	32	12	84	Level D
	Percentage	19%	29%	38%	14%		
February	Students	11	50	24		85	Level E
	Percentage	13%	59%	28%			
March	Students	9	51	25		85	
	Percentage	11%	60%	29%			
2nd Grade BILINGUAL							
SPANISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	4	4	1	5	14	Level J
	Percentage	29%	29%	7%	36%		
February	Students	4	4	2	4	14	Level L
	Percentage	29%	29%	14%	29%		
March	Students	6	2	3	3	14	Level M
	Percentage	43%	14%	21%	21%		
2nd Grade BILINGUAL							
ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	4	9	0	1	14	Level J
	Percentage	29%	64%	0%	7%		
February	Students	6	9	1	0	16	Level L
	Percentage	38%	56%	6%	0%		
March	Students	6	9	1	0	16	Level M
	Percentage	38%	56%	6%	0%		

2nd Grade BILINGUAL

2nd Grade BILINGUAL

Addition Fluency Level		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	4	2	6	2	14	Level D
	Percentage	29%	14%	43%	14%		
February	Students	4	6	4		14	Level E
	Percentage	29%	43%	29%			
March	Students	4	6	4		14	
	Percentage	29%	43%	29%			

2nd Grade BILINGUAL

Subtraction Fluency Level		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	2	7	5	0	14	Level D
	Percentage	14%	50%	36%	0%		
February	Students	8	4	2		14	Level E
	Percentage	57%	29%	14%			
March	Students	8	4	2		14	
	Percentage	57%	29%	14%			

3rd Grade MONOLINGUAL

ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	16	32	15	22	85	Level N
	Percentage	19%	38%	18%	26%		
February	Students	17	27	19	23	86	Level O
	Percentage	20%	32%	22%	27%		
March	Students	16	28	19	23	86	
	Percentage	19%	33%	22%	27%		

3rd Grade MONOLINGUAL

Addition Computation	At Risk	Prog	On Level	TOTAL	

3rd Grade MONOLINGUAL							
December	Students	8	15	61	84	75-100% Correct	
	Percentage	10%	18%	73%			
February	Students	4	6	75	85		
	Percentage	5%	7%	88%			
March	Students	6	4	76	86		
	Percentage	7%	5%	88%			
3rd Grade MONOLINGUAL							
Subtraction Computation		At Risk	Prog	On Level	TOTAL		
December	Students	7	19	58	84	75-100% Correct	
	Percentage	10%	23%	69%			
February	Students	6	4	75	85		
	Percentage	7%	5%	88%			
March	Students	8	3	75	86		
	Percentage	9%	4%	87%			
3rd Grade BILINGUAL							
SPANISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	5	4	3	1	13	Level N
	Percentage	38%	31%	23%	1%		
February	Students	4	5	3	2	14	Level O
	Percentage	29%	36%	21%	14%		
March	Students	4	5	2	3	14	
	Percentage	29%	36%	14%	21%		
3rd Grade BILINGUAL							
ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	10	1	1	1	13	Level N
	Percentage	77%	8%	8%	8%		

3rd Grade BILINGUAL							
February	Students	11	1	0	2	14	Level O
	Percentage	79%	7%	0%	14%		
March	Students	11	1	0	2	14	
	Percentage	79%	7%	0%	14%		

3rd Grade BILINGUAL							
Addition Computation		At Risk	Prog	On Level	TOTAL		
December	Students	8	2	3	13	75-100% Correct	
	Percentage	62%	15%	23%			
February	Students	3	0	10	13		
	Percentage	23%	0%	77%			
March	Students	2	1	11	14		
	Percentage	14%	7%	79%			

3rd Grade BILINGUAL							
Subtraction Computation		At Risk	Prog	On Level	TOTAL		
December	Students	5	7	1	13	75-100% Correct	
	Percentage	38%	54%	10%			
February	Students	1	2	10	13		
	Percentage	8%	15%	77%			
March	Students	2	2	10	14		
	Percentage	14%	14%	72%			

4th Grade MONOLINGUAL							
ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	24	17	15	36	92	Level P
	Percentage	26%	18%	16%	39%		
February	Students	15	17	15	41	88	Level Q
	Percentage	17	19%	17%	47%		
March	Students	15	14	21	40	90	
	Percentage	17%	16%	23%	44%		

4th Grade MONOLINGUAL

4th Grade MONOLINGUAL

Addition Computation		At Risk	Prog	On Level	TOTAL	
December	Students	15	14	56	85	75-100% Correct
	Percentage	18%	16%	66%		
February	Students	2	22	63	87	
	Percentage	2%	25%	72%		
March	Students	2	27	61	90	
	Percentage	2%	30%	68%		

4th Grade MONOLINGUAL

Subtraction Computation		At Risk	Prog	On Level	TOTAL	
December	Students	31	18	36	85	75-100% Correct
	Percentage	36%	21%	42%		
February	Students	8	29	52	89	
	Percentage	9%	32%	58%		
March	Students	10	25	55	90	
	Percentage	11%	28%	61%		

4th Grade BILINGUAL

SPANISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	3	7	2	5	17	Level P
	Percentage	17%	41%	11%	29%		
February	Students	6	7	1	4	18	Level Q
	Percentage	33%	39%	10%	22%		
March	Students	7	5	2	4	18	
	Percentage	39%	28%	11%	22%		

4th Grade BILINGUAL

ENGLISH Reading Levels	At Risk	Prog	On Level	Ab Level	TOTAL

4th Grade BILINGUAL							
October	Students	5	9	2	1	17	Level P
	Percentage	29%	53%	11%	10%		
February	Students	10	5	0	3	18	Level Q
	Percentage	56%	28%	0%	17%		
March	Students	8	7	0	3	18	
	Percentage	44%	39%	0%	17%		

4th Grade BILINGUAL							
Addition Computation		At Risk	Prog	On Level	TOTAL		
December	Students	4	4	9	17	75-100% Correct	
	Percentage	24%	24%	53%			
February	Students	0	10	8	18		
	Percentage	0%	56%	44%			
March	Students	0	8	10	18		
	Percentage	0%	44%	56%			

4th Grade BILINGUAL							
Subtraction Computation		At Risk	Prog	On Level	TOTAL		
December	Students	5	3	7	15	75-100% Correct	
	Percentage	33%	20%	47%			
February	Students	2	11	5	18		
	Percentage	11%	61%	28%			
March	Students	6	5	7	18		
	Percentage	33%	28%	39%			

5th Grade MONOLINGUAL							
ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	19	15	10	45	89	Level R
	Percentage	21%	17%	11%	51%		

5th Grade MONOLINGUAL							
February	Students	11	18	14	46	89	Level S
	Percentage	12%	20%	16%	52%		
March	Students	11	18	14	46	89	
	Percentage	12%	20%	16%	52%		
5th Grade BILINGUAL							
SPANISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	6	5	5	2	18	Level R
	Percentage	33%	28%	28%	11%		
February	Students	1	5	3	8	18	Level S
	Percentage	10%	28%	17%	44%		
March	Students	1	5	3	8	18	
	Percentage	10%	28%	17%	44%		
5th Grade BILINGUAL							
ENGLISH Reading Levels		At Risk	Prog	On Level	Ab Level	TOTAL	
October	Students	7	3	5	3	18	Level R
	Percentage	39%	17%	28%	17%		
February	Students	5	5	4	4	18	Level S
	Percentage	28%	28%	22%	22%		
March	Students	5	5	4	4	18	
	Percentage	28%	28%	22%	22%		

Student Learning Strengths

Our school earned an A rating on our school report card for our 21-22 academic performance. Our campus also earned five distinction designations for academic achievement in English/language arts/reading, academic achievement in mathematics, academic achievement in science, postsecondary readiness, and top 25%: comparative closing the gaps.

We use a robust Multi Tiered Systematic System of supports to review every student. All students not performing on grade level receive supplemental support either in the classroom for Math, Reading, and Bilingual literacy. We review student progress and adjust instruction as needed based on data. Programs such as Reading Counts and Study Island are used and need to be available quickly for student access as soon as they start school. To help support student learning, teachers work collaboratively through their Professional Learning Community. Time is provided for them to work together and serve small groups of students by using substitutes to cover their classrooms. Saturday school is also provided as an additional time for student learning.

97% of monolingual and 82% of bilingual kindergarten students ended the year on level with their level ID, with 92% and 88% respectively on level with their letter sound knowledge. From February to May, our kindergarten students grew from 51% to 86% reading on grade level. The vast majority of our kindergarten students ended the year on level for their forward counting. From October to May, our first grade monolingual students grew from 63% to 83% reading on level, and emergent bilingual first graders grew from 50% to 92% reading on level. In second grade, the percentage of students performing at-risk in addition and subtraction fact fluency was significantly reduced. In third grade, the percentage of students performing on level on addition and subtraction computation grew significantly from October to May. Fourth grade teachers significantly reduced the percentage of students performing at-risk in addition and subtraction computation over the course of the school year. Finally, the percentage of fifth grade at risk in their reading levels was significantly reduced from October to May.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): More than half of our emergent bilingual students were reading below grade level expectations in May 2023. In multiple grade levels, the percentage of emergent bilingual students reading below grade was higher in May 2023 than in October 2022. **Root Cause:** More systematic multi-tiered reading and literacy supports are needed to support our emergent bilingual population, which includes many students new to the United States in the past two school years.

Problem Statement 2: For monolingual students in May 2023, 11% in kindergarten, 20% in first grade, 13% in second grade, 19% in third grade, 17% in fourth grade, and 12% fifth grade were performing at-risk in their independent reading level. **Root Cause:** While significant growth has been made in the percentage of students reading on grade level in recent years, there remains room for improvement in strong reading instruction and intervention for all students in need.

School Processes & Programs

School Processes & Programs Summary

Our campus uses data gathered from a variety of resources such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources to determine student needs based on state standards. Teachers collaborate together during their Professional Learning Community time where they discuss what do we expect our students to learn, how will we know they are learning, how will we respond when they don't learn, and how will we respond when they learn it? Every student is discussed in our Multi-Tiered System of Supports. Their strengths and weaknesses that are based on data is reviewed.

For struggling students, supplemental support is given and progress is reviewed as needed. The campus leadership team collaborates to provide guidance on using funds and to review campus procedures. Funds are used to increase student learning support in areas of need based on data. The master schedule, developed in collaboration with the CLT, is designed to maximize instructional time and minimize classroom interruptions. Shultz Elementary has a high teacher retention rate. Consistently throughout the past 20 years, the majority of teachers that leave the campus is due to retirement and not school to school transfers. The majority of our staff has 10 or more years of teaching experience. Beginning in the 22-23 school year, all K-5 teachers are planning units of instruction using the 15-Day Challenge model, resulting from a Solution Tree PLC training in the summer of 2022. Teachers collaborate in teams to identify the most essential learning standards, develop common formative assessments, and work together to provide intervention to students during the unit of instruction. Also beginning in the 22-23 school year, teacher PLC teams identify essential learning skills in literacy (e.g. reading level) and math (e.g. primary numeracy skills), and teachers set goals for their classes and individual students and track their progress on a monthly basis over the course of the school year.

School Processes & Programs Strengths

The campus PLC and MTSS processes are revised as needed to meet the needs of the students and teachers. Data that is used from assessments such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources is used to identify student strengths and weaknesses. This data is used to help create small groups for targeted intervention and provide direct services for qualified students. Supplemental services start early in the fall semester and continue throughout the school year. Supplemental resources are provided for STEM (Science, Technology, Engineering, and Math) as well as Reading, Writing, Social Studies, and emotional/behavioral learning. Technology is used as a teaching tool with additional use of a 3-D printer and daily use of computer labs. Supplemental on-line learning opportunities are provided such as Reading Counts and Study Island. Professional Development opportunities are provided to meet the curriculum needs. Our campus has a part-time technology instructional specialist that provides professional development for the teachers. Students gain additional learning through the STEAM club as well as having access to our Maker Space Classroom. We have a veteran teaching staff with high retention rates. The administrative staff recruits highly qualifies teachers by attending job fairs and advertising through the district recruitment website.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus MTSS systems and processes require improvement to provide more clarity to grade level teachers and specialists regarding expectations for intervention and documentation to ensure all students receive the systematic support they need to learn at high levels. **Root Cause:** Recent changes in campus administration have resulted in weakening of MTSS processes, requiring a renewed focus on systems in the 2023-24 school year.

Perceptions

Perceptions Summary

For the perceptions portion of the CNA, surveys were collected from employees and families. Going into the 2023-24 school year, our staff retention rate was 96%, with only three staff members leaving their positions from the 2022-23 school year, along with two additional positions related to growth in our student population.

Shultz Elementary has a strong connection with the community and provides multiple events throughout the year to increase parental engagement and showcase student learning. Some of the programs include Grandparents Night, dual language events, science fair, fine arts night, STEAM nights, All-Star Choir events, and Ballet Folklorico performances. We have many staff volunteers for Chess Club, Natural Science Society, and STEAM Club. Our PTA events such as book fairs, Fall Carnival, family picnic, dances, and other events are highly attended by students, families, and staff. Community volunteers and partners help support student learning, teacher support, and mentor students. Community wide events on campus include the family and friends picnics. Teachers communicate through email, newsletters, phone calls, and parent conferences. Teachers are provided with substitutes during the spring semester so they can have conferences with their students' parents to discuss student progress. For school-wide information, monthly parent newsletters are sent home to keep families involved, and teachers communicate with families more frequently throughout the year.

Student and staff success is celebrated in the classroom and school wide through announcement and assemblies. Student social and emotional needs are being met during social skills training, lunch bunch, and guidance lessons. This school year, we showed great improvement in involving our Spanish-speaking families with additional school events focusing on our dual language families, as well as Spanish versions of school newsletters, surveys, and other communication being shared with all families.

Perceptions Strengths

District level Gallup and campus level employee survey data were used to assess staff engagement over time. From November 2021 to May 2023, positive responses grew in employee satisfaction to work at Shultz Elementary, having the materials needed to do work right, having the opportunity at work to do what I do best every day, someone at work caring about me as a person, someone at work encouraging my development, mission or purpose of organization making me feel my job is important, colleagues committed to doing quality work, having a best friend at work, someone talking about my progress in last six months, supervisor creating a trusting and open environment, and having open communication throughout all levels in my organization. Positive responses declined in several areas, including my opinions seem to count at work, knowing what is expected of me at work, and I have received recognition or praise in the last seven days for doing good work. In May 2023, the Shultz Campus Leadership Team recommended setting a Campus Improvement Plan goal in the area of staff employee engagement.

	#	Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with Nette Shultz Elementary as a place to work?	Q01: I know what is expected of me at work.	Q02: I have the materials and equipment I need to do my work right.	Q03: At work, I have the opportunity to do what I do best every day.	Q04: In the last seven days, I have received recognition or praise for doing good work.	Q05: My supervisor, or someone at work, seems to care about me as a person.	Q06: There is someone at work who encourages my development.
November 2021	63	3.97	4.27	4.14	4.11	3.3	4.33	3.97
November 2022	68	4.01	4.31	4.15	4.09	3.37	4.19	3.88
May 2023	27	3.85	4.04	4.07	3.96	3.41	4.04	4
	#	Q07: At work, my opinions seem to count.	Q08: The mission or purpose of my organization makes me feel my job is important.	Q09: My associates or fellow employees are committed to doing quality work.	Q10: I have a best friend at work.	Q11: In the last six months, someone at work has talked to me about my progress.	Q12: This last year, I have had opportunities at work to learn and grow.	
November 2021	63	3.97	4.21	4.1	3.83	3.52	4.18	
November 2022	68	3.5	4.01	4.15	3.85	3.61	4.01	
May 2023	27	3.52	3.93	4.15	4.17	4.04	4	

	#	Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with Nette Shultz Elementary as a place to work?	Q01: I know what is expected of me at work.	Q02: I have the materials and equipment I need to do my work right.	Q03: At work, I have the opportunity to do what I do best every day.	Q04: In the last seven days, I have received recognition or praise for doing good work.	Q05: My supervisor, or someone at work, seems to care about me as a person.	Q06: There is someone at work who encourages my development.
	#	Q13: My supervisor creates an environment that is trusting and open.	Q14: Nette Shultz Elementary is committed to building the strengths of each employee.	Q15: I plan to be working at Nette Shultz Elementary one year from now.	Q15: My organization cares about my overall wellbeing.	Q16: I have enough time to complete everything I need to do at work.	Q17: There is open communication throughout all levels of my organization.	
November 2021	63	4.21	4	4.6				
November 2022	68	3.97	3.83	4.35	3.72	2.56	3.33	
May 2023	27	3.63	3.59	4.44	3.52	2.59	3.11	

All Shultz Elementary parents and guardians were invited to complete a Family Involvement Survey in the spring of 2023 as part of our CNA, and 34 responded. Families reported finding value in events like Field Day, the PTA Family Dance, Ballet Folklorico performances, Multicultural Night, Fine Arts Night, the PTA Fall Carnival, the Science Fair, Awards Assemblies, Dual Language events, the PTA Book Fair, and various field trips. In addition to the fantastic events that have long been successful at our school, families suggested that our school consider holding additional events for Mother's Day, Dia del nino, game nights, reading events, and service events for the community. Also on the survey, 69% of families reported receiving timely and helpful feedabck from their children's teachers about their work and learning, and 73% shared that their child's teachers communicated with them when their child is struggling in their learning. 76% reported that teachers at Shultz Elementary share ways they can support their children's learning at home. 85% were proud that their children attend Shultz Elementary, 91% report being warmly greeted and feel welcome by the staff, and 97% rated the school as good or excellent.

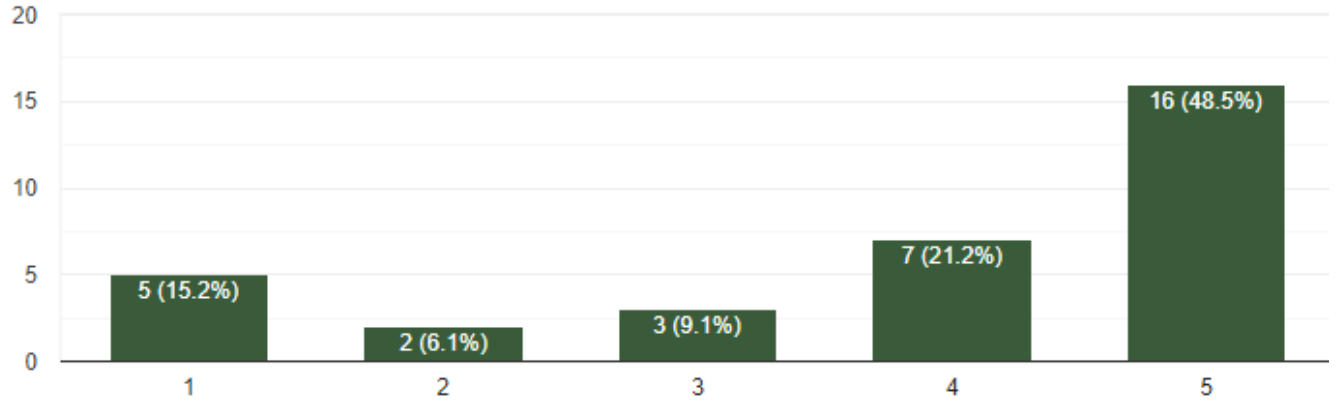
NSE Family Involvement Survey - May 2023

	# of Respondants	I receive timely and helpful feedback from my children's teachers about their work and their learning.	When my child is struggling in their learning, my teachers communicate with me and let me know what additional academic support my child will receive in school.	The teachers and staff at Shultz Elementary share ways I can support my child's learning at home.	I am proud that my children attend Shultz Elementary.	I am warmly greeted and feel welcomed by the staff of Shultz Elementary when I call or visit the school.	When I have a question or concern, the staff of Shultz Elementary listen, are courteous, and are responsive.
May 2023	34	3.7	3.79	3.85	4.35	4.44	4.26

I receive timely and helpful feedback from my children's teachers about their work and their learning. / *Recibo comentarios oportunos y útiles de los maestros de mis hijos sobre su trabajo y su aprendizaje.*

Copy

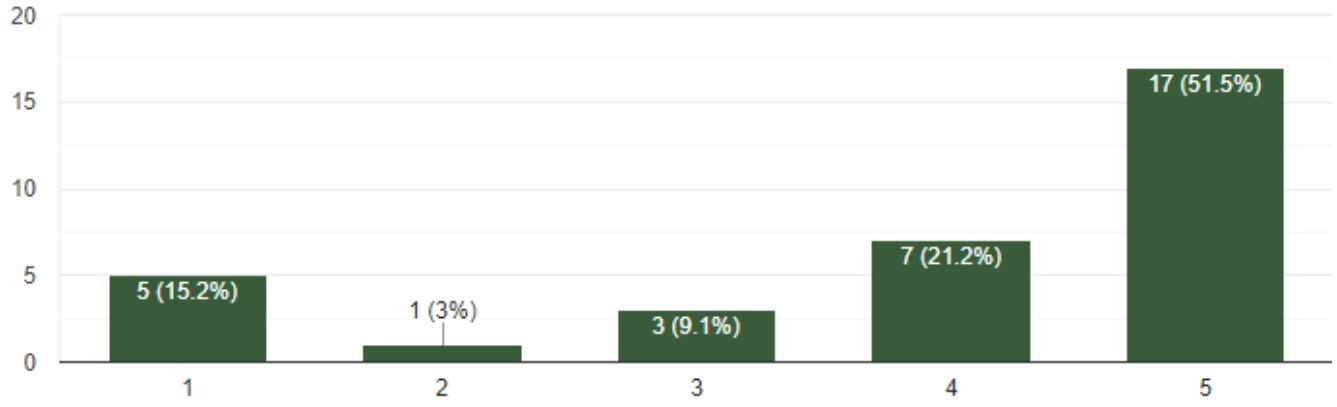
33 responses



When my child is struggling in their learning, my teachers communicate with me and let me know what additional academic support my child will receive in school. / *Cuando mi hijo tiene dificultades en su aprendizaje, mis maestros se comunican conmigo y me informan qué apoyo académico adicional recibirá mi hijo en la escuela.*

Copy

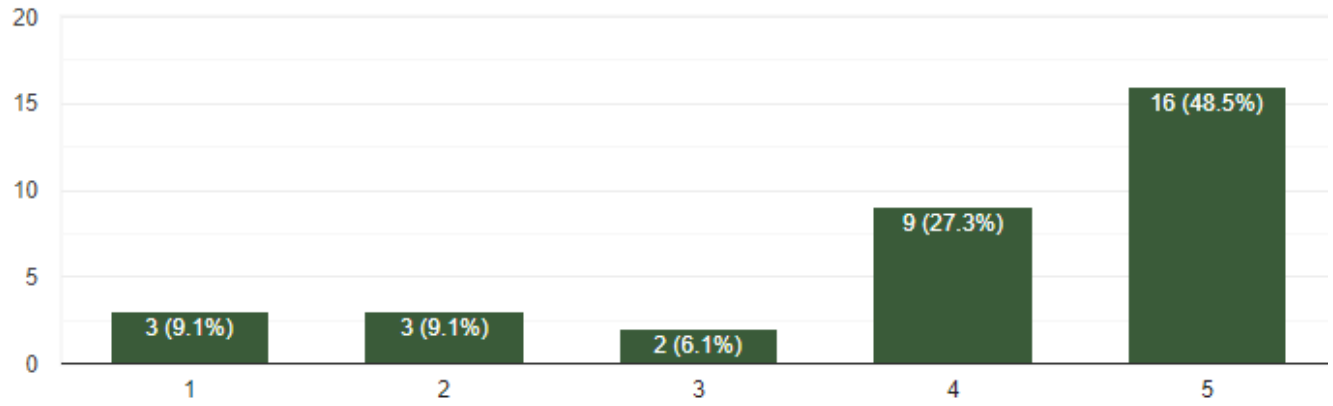
33 responses



The teachers and staff at Shultz Elementary share ways I can support my child's learning at home. / *Los maestros y el personal de la escuela primaria Shultz comparten formas en las que puedo apoyar el aprendizaje de mi hijo en casa.*

Copy

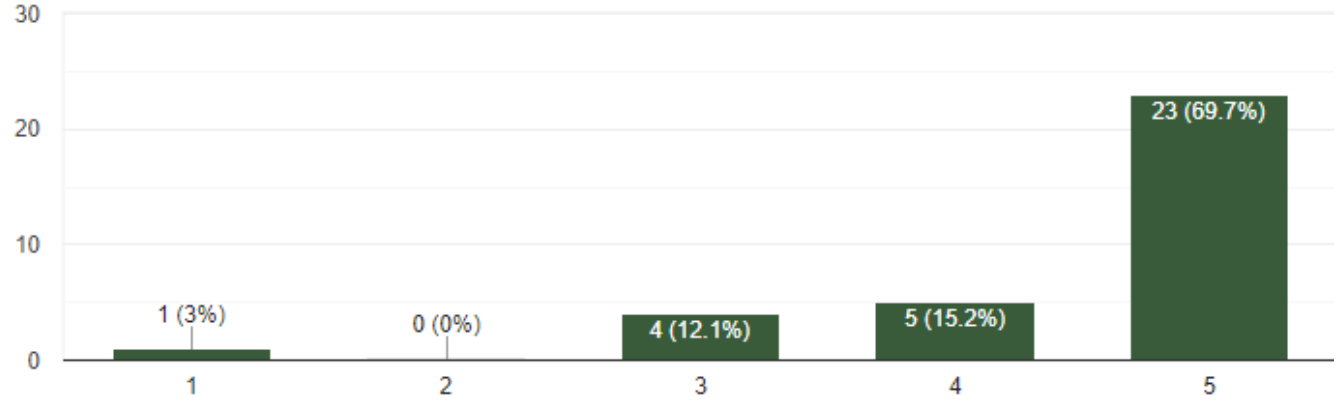
33 responses



I am proud that my children attend Shultz Elementary. / *Estoy orgulloso de que mis hijos asistan a la escuela primaria Shultz.*

Copy

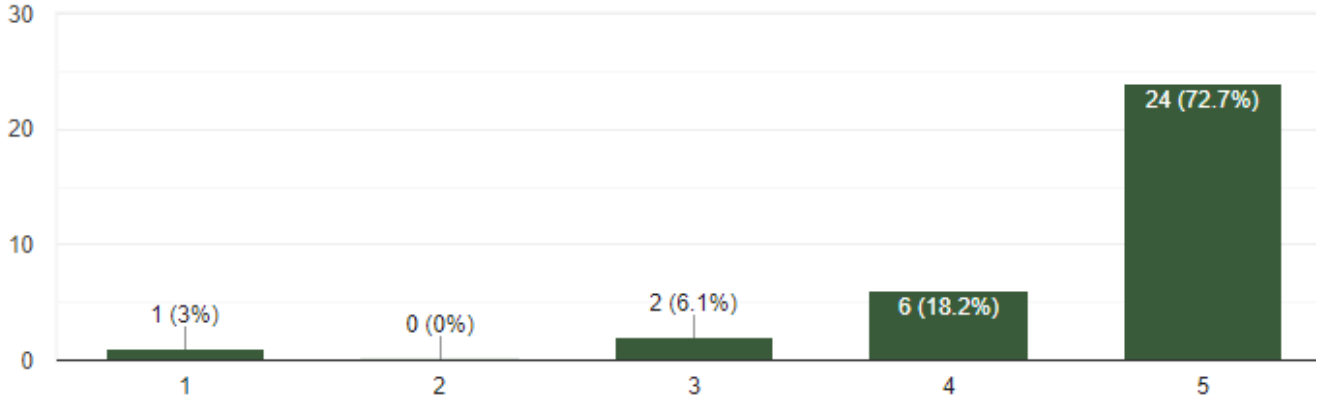
33 responses



I am warmly greeted and feel welcomed by the staff of Shultz Elementary when I call or visit the school. / *El personal de la escuela Shultz me saluda con respecto y me siento bienvenido cuando llamo o visito la escuela.*

Copy

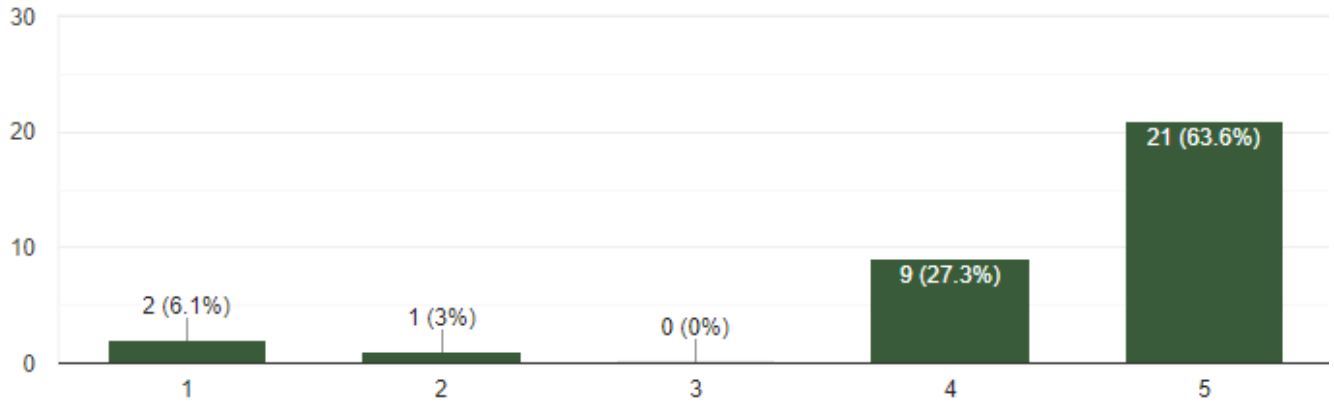
33 responses



When I have a question or concern, the staff of Shultz Elementary listen, are courteous, and are responsive. / *Cuando tengo una pregunta o inquietud, el personal de la Primaria Shultz escucha, es cortés y responde.*

Copy

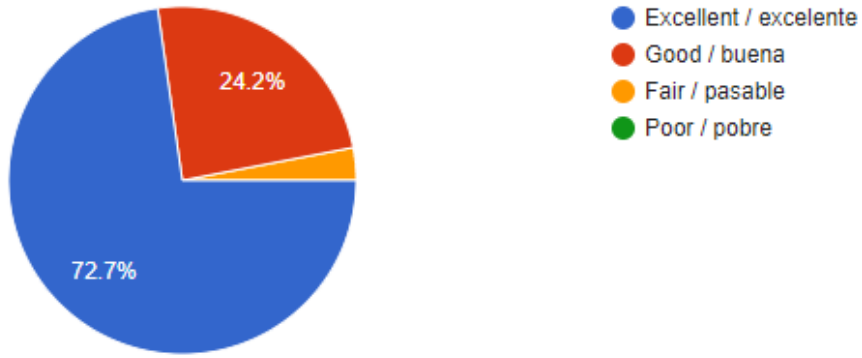
33 responses



How would you rate the overall quality of Nette Shultz Elementary School? / *¿Cómo calificaría la calidad general de la Escuela Primaria Nette Shultz?*

Copy

33 responses



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While our campus has shown growth in our Employee Engagement Survey feedback over the past 18 months, there is still much room for improvement, particularly in the areas of receiving recent recognition or praise for doing quality work, opinions seeming to count at work, and having enough time at work to complete everything needed. **Root Cause:** With new campus leadership being in place for two years in our new school building, stronger systems are needed for staff recognition and appreciation, feedback related to quality work, and involving all staff in campus-level decision making.

Problem Statement 2: Compared to other items on the Family Involvement Survey, Shultz Elementary parents reported lower ratings in receiving timely and helpful feedback from teachers regarding students work and learning and ways they can support learning at home. **Root Cause:** Working together with families, the staff of Shultz Elementary will focus on systems of ongoing parent communication regarding student academic progress and supports received at school, including ways parents can support their children's learning growth.

Priority Problem Statements

Problem Statement 1: More than half of our emergent bilingual students were reading below grade level expectations in May 2023. In multiple grade levels, the percentage of emergent bilingual students reading below grade was higher in May 2023 than in October 2022.

Root Cause 1: More systematic multi-tiered reading and literacy supports are needed to support our emergent bilingual population, which includes many students new to the United States in the past two school years.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus MTSS systems and processes require improvement to provide more clarity to grade level teachers and specialists regarding expectations for intervention and documentation to ensure all students receive the systematic support they need to learn at high levels.

Root Cause 2: Recent changes in campus administration have resulted in weakening of MTSS processes, requiring a renewed focus on systems in the 2023-24 school year.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While our campus has shown growth in our Employee Engagement Survey feedback over the past 18 months, there is still much room for improvement, particularly in the areas of receiving recent recognition or praise for doing quality work, opinions seeming to count at work, and having enough time at work to complete everything needed.

Root Cause 3: With new campus leadership being in place for two years in our new school building, stronger systems are needed for staff recognition and appreciation, feedback related to quality work, and involving all staff in campus-level decision making.

Problem Statement 3 Areas: Perceptions

Guiding Outcomes

Guiding Outcome 1: Through the implementation of multi-tiered systems of support by Professional Learning Teams, Shultz Elementary students will make at least one year's worth of growth in essential reading and math fluency skills from September 2023 to May 2024. All grade levels will experience at least a 5% growth in the percentage of students performing on grade level in essential reading and math skills during this time period.

Performance Objective 1: Shultz Elementary students will make at least one year's worth of growth in essential learning skills, and all grade levels will experience at least a 5% growth in the percentage of students performing at grade level expectations in these skills, from September 2023 to May 2024.

Our campus guiding outcome supports the district's guiding outcomes of students reading on grade level by the end of 3rd grade and increasing the percentage of students mastering algebra 1.

High Priority

Evaluation Data Sources: Campus K-5th progress monitoring systems tracking the following essential skills:

Kindergarten:
Knowledge of letters and sounds, sight words, and CVC words
Forward and background counting skills

First Grade:
Independent reading levels
Backward counting skills and addition/subtraction fact fluency

Second Grade:
Independent reading levels
Addition/subtraction fact fluency

Third Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Fourth Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Fifth Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Professional Learning Teams comprised of grade level teachers, interventionists, and special education teachers will collaborate throughout the school year to identify essential language arts learning outcomes, measure student learning using common formative assessments, analyze the results of these assessments, and implement coordinated plans of intervention and enrichment plans to meet our students' learning needs. **Strategy's Expected Result/Impact:** Student learning growth on essential language arts targets, increasing the percentage of students performing on grade level on these standards **Staff Responsible for Monitoring:** K-5 grade level teachers, campus interventionists, special education teachers, and campus admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a literacy/reading interventionists. **Strategy's Expected Result/Impact:** Student learning growth on essential language arts targets, increasing the percentage of students performing on grade level on these standards **Staff Responsible for Monitoring:** Reading interventionists, grade level teachers, campus admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Reading Interventionist Salary - State Compensatory Education (SCE) - $39,000, Reading Interventionist Salary - Title I, Part A - $39,000			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: A Shultz Elementary Guiding Coalition of campus educators will be established to guide, support, and inspire the collaborative work of Professional Learning Teams to achieve learning for all students. **Strategy's Expected Result/Impact:** Improve systematic, authentic collaboration of teams of educators in each grade level to improve instructional practice and work together to provide intervention and enrichment to all students in need **Staff Responsible for Monitoring:** Shultz Guiding Coalition, campus admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide supplemental tutoring after school and during the school day to support the needs of students requiring additional support in their reading language arts and math learning **Strategy's Expected Result/Impact:** Increased student mastery of essential language arts objectives, significant student growth in literacy skills and reading levels **Staff Responsible for Monitoring:** Campus interventionists, campus admin, campus tutors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** ESSER Tutoring Funds - State Compensatory Education (SCE) - $8,500	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing math fluency skills, calculation skills, problem-solving skills, and mastery of grade level essential math standards with the support of a the campus math interventionist. **Strategy's Expected Result/Impact:** Student learning growth on essential math targets, increasing the percentage of students performing on grade level on these standards **Staff Responsible for Monitoring:** Math interventionist, grade level teachers, campus admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Math Interventionist Salary - State Compensatory Education (SCE) - $39,000, Math Interventionist Salary - Title I, Part A - $39,000			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Targeted supplemental student support in bilingual education will be provided to our emergent bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a bilingual/ESL interventionist/coach. **Strategy's Expected Result/Impact:** Academic growth of emergent bilingual and ESL student groups as measured by growth in essential reading language arts and math fluency skills **Staff Responsible for Monitoring:** Bilingual/ESL intervention team, campus admin, grade level teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: To support consistent, research-based practices in our two-way dual language program, dual language PLC's will be held periodically during the school year. Dual language teachers will collaborative to develop their knowledge and practice in areas such as translanguaging, bilingual pairs, dictado, and academic vocabulary. Language-rich vertical collaboration will take place once a grading period between dual language grade language classes, and dual language family events will take place at least once per semester. **Strategy's Expected Result/Impact:** Academic growth of emergent bilingual and ESL student groups as measured by growth in essential reading language arts and math fluency skills **Staff Responsible for Monitoring:** K-5 dual language teachers, bilingual intervention team, campus admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Provide substitute teacher coverage to grade level teachers and special education teachers to engage in full day MTSS Students of Concern and PLC collaboration to identify students in need of additional support and for teams to develop and prepare for cycles of intervention, three full days of collaboration for each professional learning team over the school year **Strategy's Expected Result/Impact:** Student learning growth on essential language arts targets, increasing the percentage of students performing on grade level on these standards **Staff Responsible for Monitoring:** Grade level teachers, campus admin, interventionist team, special education teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Substitute teachers to cover classrooms for full day MTSS collaboration - Title I, Part A - $18,870			

Strategy 9 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 9: Provide half day substitute coverage to grade level teachers in September and December for the purpose of completing district and campus universal screener assessments **Strategy's Expected Result/Impact:** Each student receiving in-depth assessments with minimal instructional interruption, helping teachers be prepared to discuss data with their teams and plan high quality intervention for all students in need **Staff Responsible for Monitoring:** Student learning growth on essential language arts targets, increasing the percentage of students performing on grade level on these standards **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitute teachers to cover classes while grade level teachers conduct assessments - Title I, Part A - $6,290			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: More than half of our emergent bilingual students were reading below grade level expectations in May 2023. In multiple grade levels, the percentage of emergent bilingual students reading below grade was higher in May 2023 than in October 2022. **Root Cause**: More systematic multi-tiered reading and literacy supports are needed to support our emergent bilingual population, which includes many students new to the United States in the past two school years.

School Processes & Programs
Problem Statement 1: Our campus MTSS systems and processes require improvement to provide more clarity to grade level teachers and specialists regarding expectations for intervention and documentation to ensure all students receive the systematic support they need to learn at high levels. **Root Cause**: Recent changes in campus administration have resulted in weakening of MTSS processes, requiring a renewed focus on systems in the 2023-24 school year.

Guiding Outcome 2: The staff of Shultz Elementary will work together to increase staff ratings on the Gallup Employee Engagement Survey relating to feeling valued, heard, recognized, and appreciated in the workplace.

Performance Objective 1: Shultz Elementary will show significant improvement in staff ratings related to Q4 of the Gallup Employee Engagement Survey: "In the last seven days, I have received recognition or praise for doing good work." By May of 2024, we will improve to an average response of at least 3.75 on this item.

In November 2022, the average response on this item for Shultz Elementary staff was 3.37 out of 5.00, reflecting 68 respondents. The overall Denton ISD mean in November 2022 on this item was 3.46 out of 5.00.

High Priority

Evaluation Data Sources: Gallup Q12 Employee Engagement Survey results from fall 2023 and spring 2024, as well as campus-initiated Gallup pulse surveys measuring Q4 responses more periodically the school year.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Regular classroom walkthroughs will be conducted with specific feedback provided to teachers and staff reinforcing best practices and constructive feedback for areas of refinement. Regular classroom walkthroughs with feedback reinforcing positive practices and constructive areas of refinement. **Strategy's Expected Result/Impact:** Teachers will receive more frequent feedback throughout the school year regarding their classroom instruction and management practices. **Staff Responsible for Monitoring:** Campus admin, instructional coaches, specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Campus-wide systems will be established to empower staff, families, and students to recognize and affirm Shultz Elementary teachers and staff. These recognitions will be shared directly with staff and celebrated school-wide for staff who are comfortable with public recognition. **Strategy's Expected Result/Impact:** Teachers and staff will receive more frequent recognition and appreciation throughout the school year for the difference they are making with our students and school community. **Staff Responsible for Monitoring:** All staff members at Shultz Elementary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Professional learning opportunities and staff meeting topics will be developed based on feedback garnered from our staff on surveys, PLC conversations, and learning walks. Shultz Elementary staff members will have the opportunity to lead professional learning at our campus based on their strengths, and staff strengths will be highlighted in weekly staff newsletters. **Strategy's Expected Result/Impact:** Deepening the expertise and strengths of our teachers and staff through formal opportunities to learn from one another **Staff Responsible for Monitoring:** Campus admin, grade level teachers, campus specialists **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Staff will be formally recognized in staff meetings, team meetings, in staff newsletters, and publicly to parents and the community throughout the school year. **Strategy's Expected Result/Impact:** Increase in staff feeling recognized, valued, and appreciated at Shultz Elementary **Staff Responsible for Monitoring:** All staff at Shultz Elementary School **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: While our campus has shown growth in our Employee Engagement Survey feedback over the past 18 months, there is still much room for improvement, particularly in the areas of receiving recent recognition or praise for doing quality work, opinions seeming to count at work, and having enough time at work to complete everything needed. **Root Cause**: With new campus leadership being in place for two years in our new school building, stronger systems are needed for staff recognition and appreciation, feedback related to quality work, and involving all staff in campus-level decision making.

Guiding Outcome 2: The staff of Shultz Elementary will work together to increase staff ratings on the Gallup Employee Engagement Survey relating to feeling valued, heard, recognized, and appreciated in the workplace.

Performance Objective 2: Shultz Elementary will show significant improvement in staff ratings related to Q7 of the Gallup Employee Engagement Survey: "At work, my opinions seem to count." By May of 2024, we will improve to an average response of at least 3.80 on this item.

In November 2022, the average response on this item for Shultz Elementary staff was 3.50 out of 5.00, reflecting 68 respondents. The overall Denton ISD mean in November 2022 on this item was 3.77 out of 5.00.

High Priority

Evaluation Data Sources: Gallup Q12 Employee Engagement Survey results from fall 2023 and spring 2024, as well as campus-initiated Gallup pulse surveys measuring Q7 responses periodically during the school year.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Time will be scheduled routinely throughout the school year for staff to share feedback, opinions, and ideas with school leadership and teams. In addition, systems will be maintained for staff to share ideas, opinions, and feedback through team leader meetings, Professional Learning Team (PLT) meetings, and Campus Leadership Team (CLT) meetings. **Strategy's Expected Result/Impact:** Improvement in the number of staff who feel that their opinions seem to count at work. **Staff Responsible for Monitoring:** Campus admin, professional learning teams **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Schedules will be implemented to protect teacher planning time, including collaboration time with Professional Learning Teams (PLT's). Meetings with teams during their planning time will be kept to a minimum, and only on Tuesdays or Thursdays, or on rare occasions, on Fridays. Time will also be protected during district PLC time on half days, and three full days of planning time related to PLC work will be provided to grade level teams over the school year. **Strategy's Expected Result/Impact:** Increased protected time for individual teacher planning and team collaboration **Staff Responsible for Monitoring:** Campus admin, grade level teachers, campus specialists			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: All staff at Shultz Elementary will have the opportunity to serve on campus committees to impact campus systems and affect positive change at Nette Shultz Elementary School. These committees include our team leader team, campus leadership team, social committee, multicultural committee, building emergency response team, and PLC guiding coalition. **Strategy's Expected Result/Impact:** Improvement in the number of staff who feel that their opinions seem to count at work. **Staff Responsible for Monitoring:** Campus admin, all staff at Shultz Elementary **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: While our campus has shown growth in our Employee Engagement Survey feedback over the past 18 months, there is still much room for improvement, particularly in the areas of receiving recent recognition or praise for doing quality work, opinions seeming to count at work, and having enough time at work to complete everything needed. **Root Cause**: With new campus leadership being in place for two years in our new school building, stronger systems are needed for staff recognition and appreciation, feedback related to quality work, and involving all staff in campus-level decision making.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionist Salary		$39,000.00
1	1	4	ESSER Tutoring Funds		$8,500.00
1	1	5	Math Interventionist Salary		$39,000.00
				Sub-Total	$86,500.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionist Salary		$39,000.00
1	1	5	Math Interventionist Salary		$39,000.00
1	1	8	Substitute teachers to cover classrooms for full day MTSS collaboration		$18,870.00
1	1	9	Substitute teachers to cover classes while grade level teachers conduct assessments		$6,290.00
				Sub-Total	$103,160.00

Denton Independent School District

Pecan Creek Elementary

2023-2024 Improvement Plan

PECAN CREEK
ELEMENTARY

Mission Statement

At Pecan Creek we will always support the social, emotional, and academic growth of everyone, in a safe, respectful environment.

Vision

- **Our Vision**

  Together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

Values and Core Beliefs

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

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

- **Our Values**

  Our values are the things we have committed to at Pecan Creek. These values will guide us as we work towards the vision of together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

  - Compassion
  - Community
  - Relationships
  - Diversity

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- Guiding Outcome 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 14
- Guiding Outcome 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 16

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Pecan Creek Campus Leadership Team reviewed data to complete a Comprehensive Needs Assessment. Current demographics for Pecan Creek Elementary is as follows:

Group	Count	Percent
All	646	100
Pre-Kindergarten	19	3
Kindergarten	100	15
1st Grade	94	15
2nd Grade	113	17
3rd Grade	107	17
4th Grade	108	17
5th Grade	102	16
African American	59	9
Asian	45	7
Hispanic	25	41
White	244	38
Multiple Races	30	5
Other (Alaskan, American Indian, Native Hawaiian)	3	.5

Group	Count	Percent
504	49	8
Special Education	92	14
ESL	73	11
Bil	211	33
Gifted & Talented	44	7
Economically Disadvantaged	297	46
At Risk	184	28

Teacher Demographics

# of Teachers	Years of Experience
2	First Year
15	1 to 5
6	6 to 10
9	11 to 15
11	16 - 20
16	20 +`

Current ADA: 96.96

Demographics Strengths

- Pecan Creek Elementary serves its diverse student population through multiple programs, including 1- and 2-Way Dual Language programs, GOAL, SLT, SEL, EXPO, therapy dog, mentorship, high school helpers, and Teach Denton
- Pecan Creek Elementary teachers have a wide range of teaching experiences to meet the needs of all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students continue to need support for emotional regulation and appropriate responses to social interactions. **Root Cause:** There is a need for common schoolwide vocabulary and strategies to teach campus expectations and emotional regulation.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Strengths

- PLC time is focused on completing 15 day challenges, including planning for student needs for intervention and enrichment
- Met intervention goals for HB 4545 students
- Revised MTSS process to better meet the needs of students
- Scheduled intervention time across all grade levels
- Revised procedures for common areas that decrease discipline issues
- 100% staff membership in PTA

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collection of data regarding behavioral needs of students is showing that their academic progress is being impacted and increases the need for Tier II intervention. We will continue the MTSS process to monitor and support academic and behavioral success of students. **Root Cause:** Need for tools to manage behaviors that impede academic growth

Perceptions

Perceptions Summary

Our campus completed a Campus Needs Assessment in May 2023. The staff then met in August 2023 to review the strengths and areas of need to problem solve and discuss collective solutions.

Engagement Survey Results:

	Pecan Creek
Level	Elementary
Zone	Ryan
n size	81
FE3 Mean	**4.40**
FE3 Percentile	54th
% Fully Engaged	44%
School Environment Index	**4.46**
School Is a Welcoming Environment	4.60
Child Enjoys Being at School	4.46
Child Treated With Respect	4.38
Appropriate Discipline at School	4.39
Academic Standards Index	**4.14**
High Academic Standards	4.28
Child is Appropriately Challenged	4.23
Homework Amount Just Right	3.94
Flexibility in Learning	4.09
Strengths and Development Index	**4.37**
Teacher Emphasizes School Work	4.36
Someone Encourages Development	4.57
Child Opportunity to Do Best	4.23
School Committed to Strengths	4.27
School Communications Index	**4.28**

	Pecan Creek
School Provides Positive Feedback	4.26
Variety of Family Involvement Options	4.32
Teacher and Parent Collaboration	4.40
Communication Is Perfect	4.16
School Leadership Index	**4.65**
Leadership Treats Family With Respect	4.81
Leadership Environment Is Trusting and Open	4.69
Leadership Responsive to Community Concerns	4.61
Leadership Enthusiastic About Future	4.41

Perceptions Strengths

- Increased attendance rates
- High family attendance at family events happening this year, fall festival, hot dog social, Jolly Jamboree
- Students describe their experiences as fun and positive.
- Most kids would speak positively of their experience.
- Fun, welcoming, family, inclusive
- Children enjoys attending school

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to engagement survey results, families feel like communication could improve **Root Cause:** Need for common communication practices across grade levels

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 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: All students will make at least one years growth in Reading and Math by May 2024.

* K-2 students will end the year with at least 85% of the grade level on level in Reading and Math as measured by overall placement score on IReady.
* 4-5 students will move one threshold in Reading and Math as measured by STAAR assessments.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: IReady Assessments
Campus Common Assessments
STAAR Interim Assessments
STAAR Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: 100% of eligible HB 4545 students will be served by May 2024. **Strategy's Expected Result/Impact:** Increased student performance in Reading and Math on STAAR, STAAR Interim, formative assessments, MTSS progress monitoring. **Staff Responsible for Monitoring:** Admin, Interventionists, Coach, Specialist, Counselor, Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - Title I, Part A, Reading and Math Interventionist - State Compensatory Education (SCE)	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Bi-weekly DMTSS and/or Students of Concern meetings to review and discuss students of concern, progress, and intervention plans. **Strategy's Expected Result/Impact:** Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs. Student achievement is shown through common assessments, Reading Inventories, IReady assessments, reading levels, STAAR. **Staff Responsible for Monitoring:** DMTSS committee, teachers, admin. **TEA Priorities:** Build a foundation of reading and math	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Regularly scheduled PLC meetings to address the 4 critical questions of a PLC *Each team will meet bi-weekly and on monthly PLC half-days **Strategy's Expected Result/Impact:** Increased student performance on local and state assessments. Plan for grade level intervention and acceleration planning. Improve Tier I instruction 15 Day Challenges for each grade level and content area HB 4545 Student Progress Monitoring **Staff Responsible for Monitoring:** Teachers, Administrators, Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Math and Reading Intervention for Tier II and III students provided a minimum of 60 minutes per week. **Strategy's Expected Result/Impact:** HR teachers and interventionists provide intervention during small groups and grade level intervention time. Master schedule created with a 30-minute intervention and acceleration time for each grade level. Increase in student performance for EB students in Math and Reading on local and state assessments. **Staff Responsible for Monitoring:** Teachers, Interventionists, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - Title I, Part A - $60,000, Reading and Math Interventionist - State Compensatory Education (SCE), Reading Recovery Teacher - State Compensatory Education (SCE), DLL Teacher - State Compensatory Education (SCE), ESSER Tutor - State Compensatory Education (SCE) - $12,000			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 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: Pecan Creek will establish a safe and compassionate learning environment that is strengthened by campus-wide behavior and SEL systems.

High Priority

Evaluation Data Sources: Staff engagement surveys
Parent engagement surveys
Discipline referral data
Attendance rate
DMTSS behavioral data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued use of Restorative Practices and supporting events that target Social and Emotional Learning.	Formative		
Strategy's Expected Result/Impact: Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, Baby Doll Circles, Red Ribbon Week, in class counseling lessons daily. Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs.	Dec	Mar	May
Staff Responsible for Monitoring: Teachers, Admin, Counselor, Engagement Coach **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Student Character Education lesson with Essential 8 and social emotional focus provided monthly. **Strategy's Expected Result/Impact:** The counselor will provide relevant and real time strategies to improve mental health Teachers will be more confident in modeling self care and positive mental health. **Staff Responsible for Monitoring:** Teachers , Counselor, Admin, Engagement Specialist **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Host 1 campus event/celebration per month that where staff, students, and families are invited to participate **Strategy's Expected Result/Impact:** For example: Meet the Teacher, Open House, Grandparent's Night, Book Fair, Fall Festival, Veteran's Day, Character Dress Up Parade, Cocoa and Caroling, Hot Dog Supper, Hispanic Heritage Month, Black History Month Build community and parent involvement. Celebrate students, staff and families. **Staff Responsible for Monitoring:** Admin, Event Committee, CLT, Teachers **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Create campus-wide systems for behavior support, including common vocabulary and Tier 1 strategies by May 2024. **Strategy's Expected Result/Impact:** Clear expectations for students and staff Improved strategies to help students self-regulate **Staff Responsible for Monitoring:** Administration, CLT **ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Pecan Creek Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 200
Brief Description of SCE Services and/or Programs

Personnel for Pecan Creek Elementary

Name	Position	FTE
Kent Hamilton	Math and Reading Intervention	100
Taryn Stanley	RR Teacher	100

Title I Personnel

Name	Position	Program	FTE
Heather Eby	District Instructional Coach	District Title I Instructional Coach (no	50
Julie Quillin	Math Intervention	Title 1 Intervention	100
OPEN Para Position	K-2 Intervention Para	Title I Intervention Para	100

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading and Math Interventionist		$0.00
1	1	4	Reading Recovery Teacher		$0.00
1	1	4	Reading and Math Interventionist		$0.00
1	1	4	ESSER Tutor		$12,000.00
1	1	4	DLL Teacher		$0.00
				Sub-Total	$12,000.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Math Interventionist		$0.00
1	1	4	Math Interventionist		$60,000.00
				Sub-Total	$60,000.00

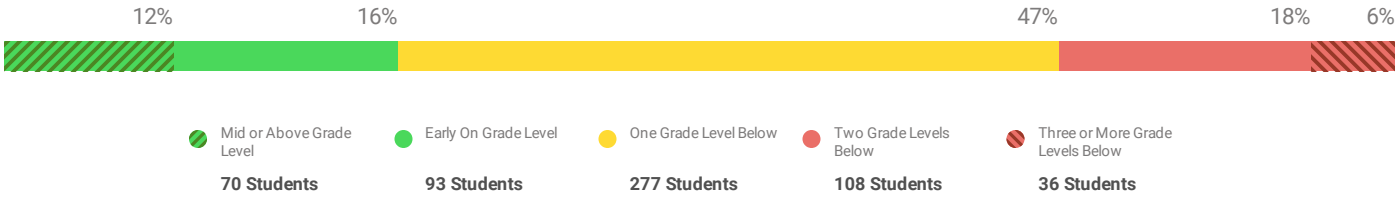
Addendums

Diagnostic Results

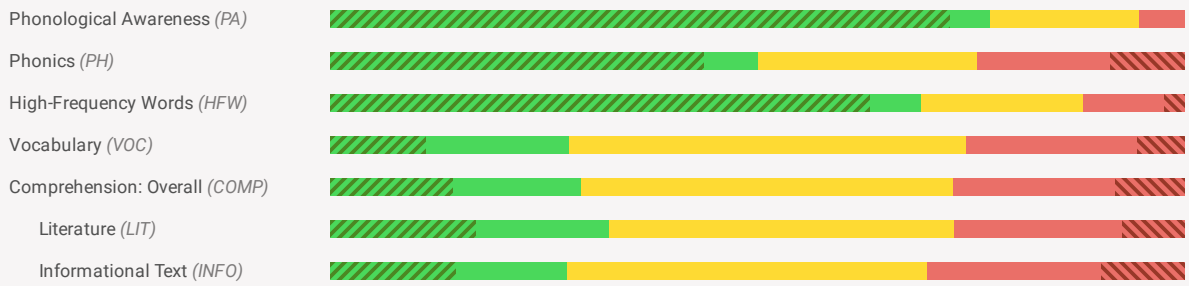
School	PECAN CREEK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **584/625**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		15%	24%	61%	0%	0%	71/100
Grade 1		8%	6%	76%	10%	0%	84/95
Grade 2		13%	11%	44%	32%	0%	113/113
Grade 3		13%	26%	26%	28%	7%	107/107
Grade 4		7%	9%	56%	11%	16%	108/108

1 Resourc Center badge

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Diagnostic Results

School	PECAN CREEK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		15%	21%	31%	22%	12%	101/102

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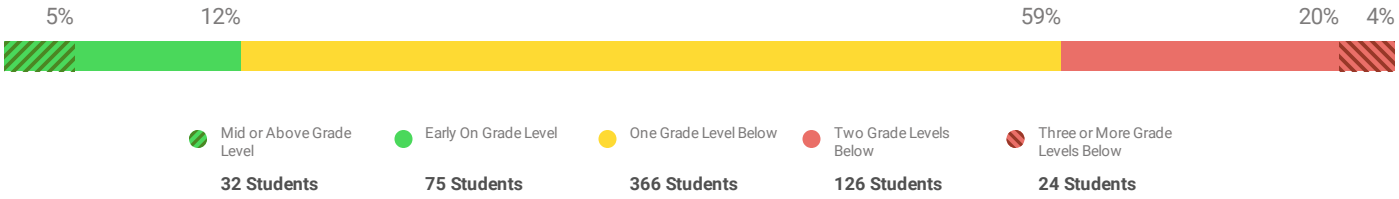
Diagnostic Results

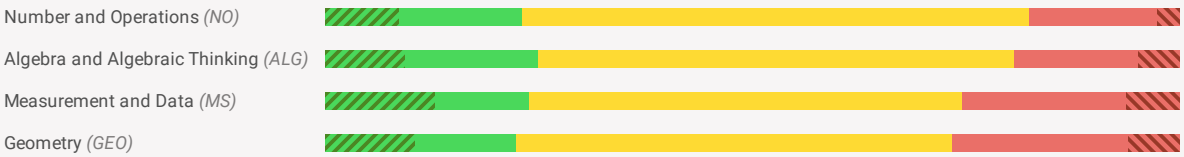
School	PECAN CREEK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **623/625**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		8%	10%	82%	0%	0%	100/100
Grade 1		2%	3%	79%	16%	0%	94/95
Grade 2		3%	4%	50%	42%	0%	113/113
Grade 3		4%	12%	54%	22%	7%	107/107
Grade 4		3%	16%	54%	22%	6%	108/108
Grade 5		12%	27%	37%	15%	10%	101/102

1 Resourc Center badge

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3rd math	total Stude	approaches	Meets	Masters
Pecan Creek Elementar	98	80.61%	50%	14.29%
Economic Disadvanta	42	61.90%	33.33%	11.90%
American Indian/Alas	1	0%	0%	0%
Asian	8	100%	50%	37.50%
Black/African America	13	53.85%	46.15%	7.69%
Hispanic	34	76.47%	38.24%	8.82%
Two or More Races	2	50%	0%	0%
White	40	92.50%	65%	17.50%
Currently Emergent B	30	70%	26.67%	10%
Special Ed Indicator	20	65%	40%	20%
Bililngual	21	38.10%	14.29%	1.76%

4th math	total Stude	approaches	Meets	Masters
Pecan Creek Elementar	109	78.90%	59.63%	22.94%
Economic Disadvanta	48	58.33%	33.33%	10.42%
Asian	8	100%	100%	62.50%
Black/African America	8	75%	75%	12.50%
Hispanic	43	67.44%	32.56%	6.98%
Two or More Races	2	100%	100%	50%
White	48	85.42%	72.92%	31.25%
Currently Emergent B	35	62.86%	34.29%	14.29%
Special Ed Indicator	15	73.33%	46.67%	6.67%
Bilingual	25	32.00%	20.00%	0.00%

5th math	total Stude	approaches	Meets	Masters
Pecan Creek Elementar	118	84.75%	54.24%	22.03%
Economic Disadvanta	53	79.25%	33.96%	9.43%
Asian	13	100%	92.31%	46.15%
Black/African America	22	77.27%	45.45%	13.64%
Hispanic	48	83.33%	52.08%	16.67%
White	35	85.71%	48.57%	25.71%
Currently Emergent B	31	87.10%	54.84%	25.81%
Second Year of Monit	1	100%	100%	100%
Special Ed Indicator	17	52.94%	17.65%	5.88%

3rd reading	total Stude	approache	Meets	Masters
Pecan Creek Elementary School	98	84.69%	54.08%	27.55%
Economic Disadvantage	40	72.50%	37.50%	17.50%
American Indian/Alaskan Native	1	0%	0%	0%
Asian	8	100%	62.50%	12.50%
Black/African American	14	71.43%	50%	28.57%
Hispanic	31	80.65%	48.39%	22.58%
Two or More Races	2	100%	50%	0%
White	42	90.48%	59.52%	35.71%
Currently Emergent Bilingual	25	84%	44%	12%
Special Ed Indicator	23	69.57%	30.43%	13.04%
Bilingual	22	31.82%	22.73%	18.18%

4th Reading	total Stude	approache	Meets	Masters
Pecan Creek Elementary School	105	85.71%	57.14%	23.81%
Economic Disadvantage	44	68.18%	31.82%	9.09%
Asian	8	100%	87.50%	62.50%
Black/African American	8	87.50%	50%	0%
Hispanic	39	69.23%	28.21%	5.13%
Two or More Races	2	100%	100%	50%
White	48	95.83%	75%	35.42%
Currently Emergent Bilingual	31	67.74%	25.81%	12.90%
Special Ed Indicator	14	71.43%	28.57%	0%
Bilingual	25	48.00%	12.00%	0%

5th Reading	total Stude	approache	Meets	Masters
Pecan Creek Elementary School	113	90.27%	66.37%	40.71%
Economic Disadvantage	47	78.72%	53.19%	25.53%
Asian	13	100%	84.62%	53.85%
Black/African American	22	86.36%	63.64%	45.45%
Hispanic	43	90.70%	55.81%	30.23%
White	35	88.57%	74.29%	45.71%
Currently Emergent Bilingual	25	84%	60%	32%
Second Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	17	52.94%	29.41%	23.53%

Denton Independent School District

Rivera Elementary

2023-2024 Improvement Plan

Mission Statement

Tomas Rivera Elementary will utilize best practices to promote academic excellence.

Vision

Rivera will inspire students to be engaged citizens, problem solvers, and progressive learners who exceed expectations.

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

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

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Guiding Outcome 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 18
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rivera Elementary was built in 1994 and received two additions since it opened, most recently in 2009. The school is named for Tomas Rivera, an award-winning poet and author from Texas who later became the first Mexican-American chancellor in the University of California system.

Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families. The school offers academic instruction in bilingual classrooms and uses technology-based programs such as Think Through Math and Classworks to give students unique ways to learn and understand various concepts.

Making a connection with students and their families is stressed at the school, with staff members offering monthly Practical Parenting Nights and Communities in Schools of North Texas working with community volunteers to provide students with academic and social support during and after school. Community partners see the value in supporting Rivera as well with many local business and organizations offering students rewards for attendance, academic success and good citizenship.

Rivera students have a number of opportunities to showcase their talents as well through participation in numerous academic and extracurricular clubs, choir and orchestra. A burgeoning mentorship program provides students with role models and defines career aspirations, while the nearby MLK Recreation Center often offers social and athletic support to the school's families through games and programs.

Established: 1994
Mascot: Stars
Colors: Royal Blue, Silver and Gold

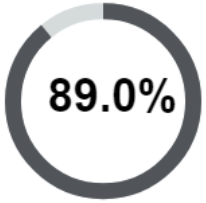
Tomas Rivera Elementary School in Denton ISD is a Title I campus with 89% of the students participating in free or reduce lunch. Tomas Rivera has a one-way dual language program. The campus serves students in grades PK-5. Rivera has 654 students enrolled in 2022-2023 school year. In comparison with our district, Rivera is one of the most diverse campuses in the district. Rivera had a mobility rate of 20% in year 2021-2022. Our community consists of parents living in apartment buildings and homes, mobile homes.

Student Demographics:	
African American	29.1%
Hispanic	46.3%
White	17.2%
American Indian	.8%
Asian	1.6%
Two or More	5.0%

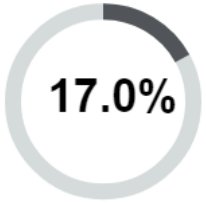
Staff Demographics:	
African American	14.6%
Hispanic	31.3%
White	54%

Student Enrollment by Type

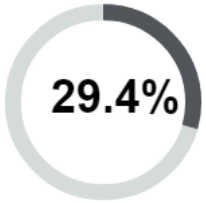
Economically Disadvantaged



Special Education



Emergent Bilingual/English Learners



Demographics Strengths

Tomas Rivera Elementary School has a multitude of demographic strengths including:

- Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their

families.
- Rivera has a diverse demographic that allows for the celebration of diversity with the multicultural programs and inclusivity.
- Rivera Elementary is a one way dual language campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically and behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations at school.

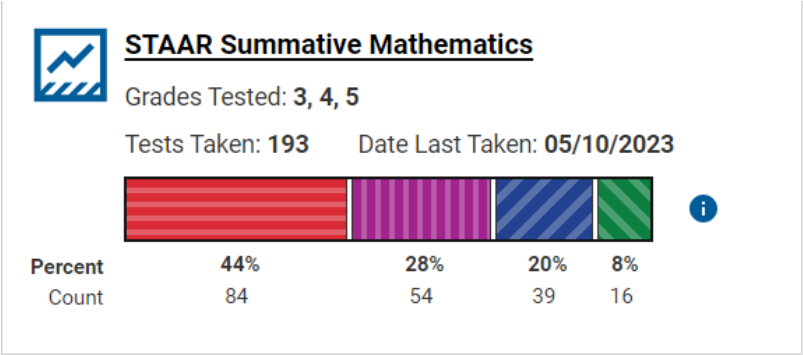
Problem Statement 2: There continues to be academic gaps for some student populations. **Root Cause:** Lack of school experience and trauma for some students are causing behavior challenges.

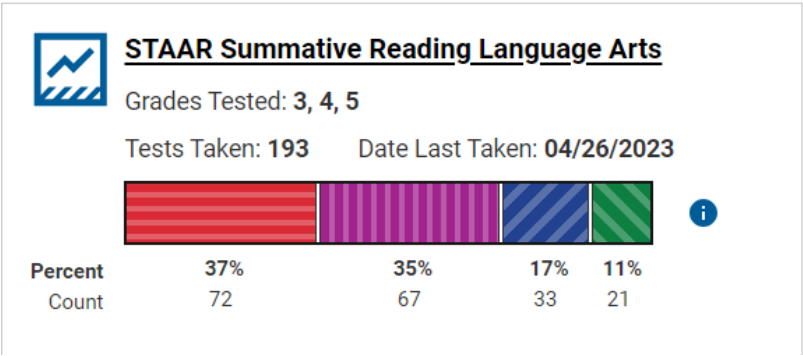
Student Learning

Student Learning Summary

Rivera staff has committed to becoming a Professional Learning Community. There are systems in place to allow teachers time to plan for assessing, teaching, and intervention, as well as systems to monitor student progress through MTSS.

Data points considered: progress monitoring sheets by grade level, reading level growth, STAAR, district benchmarks, common assessments, report card assessments.





Student Learning Strengths

There are effective strategies and practices to support high quality student learning and intervention:

- Instructional Framework that includes Assessment for Learning Strategies, Professional Learning Teams, and Understanding by Design

- Workshop Model

- Units of Study

- Phonics Instruction

- 1-to-1 Technology

- Quality Assessments and Screeners that drive and inform instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education students under perform compared to their peers on state achievement assessments. **Root Cause:** General Education and Special education teachers need more time to collaborate and plan quality scaffolded instruction to ensure access to grade level curriculum.

Problem Statement 2: Students are not meeting grade level expectations in Reading and Math because they do not come to school equipped with school readiness behaviors and real world experiences. **Root Cause:** Students not participating in early childhood intervention, high mobility, migrant families, student attendance concerns, and lack of background experiences.

Problem Statement 3: Tier One instruction needs to strengthen in Reading and Math. **Root Cause:** Classroom teachers need more time, guidance and professional development

School Processes & Programs

School Processes & Programs Summary

Rivera's guiding coalition is composed of administrators, teachers and support staff who collaborate often and support other adults on our campus to reach their fullest potential as professionals. This team works together to lead the work by modeling the structure and processes required of of the collaborative teams within our PLC. All staff are part of a focus group. Focus Groups were developed based on feedback from staff through surveys and the Campus Needs Assessment, as well as other campus wide data. Focus Groups promote shared leadership and will allow all staff members to have access to leadership roles and decision making. Focus groups will tackle school wide initiatives, address problems, and ask questions in order to improve our school culture and community as well as increase our effectiveness and success at meeting all students' needs. Focus Groups will be chaired by a GC member who will report information back to the GC regarding FG progress. For 23-24, the focus groups are: Staff Culture, Student Culture, Communications, Family Connections, Diversity & Inclusion, and Literacy.

Curriculum, Instruction, and Assessment is the main focus in grade level PLT (Professional Learning Team) meetings. Grade levels are expected to meet with their PLT weekly and focus on the 4 critical questions of a PLC (DuFour):

- What do we expect our students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessment)
- How will we respond when they don't learn? – (Intervention)
- How will we respond if they already know it? - (Enrichment)

Assessment is a critical component when it comes to decision making. Rivera uses the concept of balanced assessment and instruction to ensure we are adequately addressing student needs and measuring student outcomes. Rivera uses the DMTSS system to support all learners.

Rivera implements 45 minutes of built-in intervention, "SUCCESS time" in the master schedule to provide interventions for all students and in order to support support early intervention.

School Processes & Programs Strengths

Rivera's process and program strengths include:

- Rivera's master schedule and structures allow teachers and staff to work collaboratively to meet the various needs of students.
- Built in time for intervention for all grade levels.
- Weekly PLT time for staff to collaborate, analyze data, and design lessons
- Opportunities for staff-lead researched based, professional development
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)
- Increased focus on parent engagement and collaboration

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff need a deeper understanding of the power of the PLC to impact instruction. **Root Cause:** Lack of knowledge and understanding of the PLC process.

Problem Statement 2: Teachers need time for training and collaboration to design engaging lessons and quality instruction. **Root Cause:** Many teachers are new to the content or new to the teaching field and teach all contents.

Perceptions

Perceptions Summary

Rivera Elementary works to ensure our school has a family environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature while allowing the school and family to work as partners in the educational process. Parent/community nights such as Meet the Teacher, Multi-Cultural, Curriculum, and Fine Arts Events all serve to help bring parents and school staff together toward a common purpose. Rivera utilizes and implements CHAMPS and restorative practices.

Perceptions Strengths

Rivera has a multitude of family and community involvement opportunities:

Mentoring programs (Grand parent volunteers, PALS, CIS, ACE) to help address the social and emotional needs of at-risk students.

Student Assistance Counselor to help address the social and emotional needs of at-risk students.

Maintaining and expanding relationships with business partners

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In need of a connected partnership with parents in order to actively participate in their child's education and success through collaborating and connecting.
Root Cause: Populations of poverty have cyclical patterns that impact educational success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 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 2024, 100% of Rivera students will achieve a minimum of one one year's growth in grades K-5 in Reading and Math as evidenced by the iReady assessment and there will be an increase in percentage of students achieving at the approaches, meets and masters level as measured by STAAR in Math and Reading.

HB3 Guiding Outcome

Evaluation Data Sources: Common Based Assessments
District-Based Assessments
iReady for Reading
iReady for Math
District Reading and Math Inventories (K-2)
STAAR Interim Assessments
STAAR Reports

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Teachers will provide supplemental and individual classroom interventions as necessary based on formative, summative and BOY/MOY/EOY assessments/screeners. **Strategy's Expected Result/Impact:** Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; iReady Math and Reading, Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Teachers Interventionists Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Continue to hire and collaborate with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students and teachers on campus **Strategy's Expected Result/Impact:** Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Specialists Coaches Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Teachers will use technology integration strategies to enhance instruction and increase student engagement **Strategy's Expected Result/Impact:** Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessment; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish **Strategy's Expected Result/Impact:** Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Librarian Team leads **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Literacy Texts - Title I, Part A	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Substitutes will be provided, as needed, to provide additional time for teachers, and Specialists to collaborate, plan, and have discussions about students **Strategy's Expected Result/Impact:** Local assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title I, Part A	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: District curriculum and instruction support from specialists and coordinators with professional learning for teachers to understand and know the content and the depth and complexity of standards so they can make decisions on essential standards and lesson design. **Strategy's Expected Result/Impact:** Teachers effectively selecting essential standards and designing instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal District Curriculum and Instruction Department **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students. **Strategy's Expected Result/Impact:** Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Breanna Slaughter Simpson - At-Risk (SCE)	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
Strategy 8: Train, support and provide job-embedded professional learning to special education case managers and general education teachers on how to effectively progress monitor student IEP implementation with data goal tracking. **Strategy's Expected Result/Impact:** Students' meeting IEP goal expectations and achieving at high levels **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Team Lead Special Education Supervisor	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 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 2024, the staff of Tomas Rivera Elementary will foster a welcoming, supportive learning environment where high expectations for success are upheld by implementing daily campus wide Character Strong curriculum and Baby Doll Circle Time for PK-1st grade that is consistent and routine in which students can effectively demonstrate the character strong trait of respecting themselves, respecting peers and respecting their school community. This will be measured and evidenced by a decrease in repeat offenders defined by a single student receiving 3 or more discipline referrals within a semester.

Evaluation Data Sources: MTSS Data for Behavior, Campus Culture Climate Survey, Campus Engagement Survey. Campus Behavior Referral and Discipline Data, Attendance Data, Staff Surveys, Awards Presentations, Student Engagement (based on classroom learning walks).

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Prekindergarten through First Grade teachers will be trained to implement and deliver the Conscious Discipline Baby Doll social emotional curriculum and learning. **Strategy's Expected Result/Impact:** PK - 1st Grade students acquiring school readiness and emotional regularity behaviors Increased PK - 1st Grade Teacher engagement **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.4, 4.1, 4.2 **Funding Sources:** - Title I, Part A			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Train the Rivera staff in the Character Strong Curriculum and the Guiding Coalition will support the implementation of the resource to ensure consistency and routine. The Guiding Coalition will provide job embedded professional learning to the staff monthly at faculty meetings. **Strategy's Expected Result/Impact:** Staff Sign-In Sheets Teacher Pacing Guide Staff Meeting Agendas **Staff Responsible for Monitoring:** Principal Assistant Principal Guiding Coalition **Title I:** 2.4, 4.1, 4.2 **Funding Sources:** - Title I, Part A			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Continue to implement Restorative Practices to ensure that we are meeting the SEL needs of all students and staff through: Treatment Agreement Plans implemented and posted in all classrooms and implementing the teacher buddy system. **Strategy's Expected Result/Impact:** Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey **Staff Responsible for Monitoring:** Principal Assistant Principal Impact Counselor **Title I:** 2.4, 4.1, 4.2			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Implement GOAL program campus-wide with targeted goal of 18 students with family support **Strategy's Expected Result/Impact:** Parent participation Student participation Aware group goal for GOAL (Track students academic progress			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Effectively communicate and celebrate the students who exemplify the Essential 8 Traits. Character Strong nominees are recognized on quarterly assemblies. Post these recognitions on the Rivera Facebook Page and weekly Parent Newsletter. **Staff Responsible for Monitoring:** Principal Assistant Principal Impact Counselor Rivera Staff **Title I:** 2.4, 4.1, 4.2	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Collaborate with the PTA to promote their advocacy for our students and staff **Strategy's Expected Result/Impact:** Collaborative and supportive relationships **Staff Responsible for Monitoring:** Principal Assistant Principal	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Implement systems that promote teacher excellence and celebrate staff for implementing Character Strong Curriculum: "Happenings in the Classroom" Communication i.e. pictures, videos, etc. via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month. Staff Shout-outs Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal's monthly newsletter. Shout-outs are then read on the announcements and posted on the staff newsletter. Parent Shout-outs Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter. **Strategy's Expected Result/Impact:** Increase in teacher engagement through survey results. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.4	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Create an intervention plan for students who are repeat offenders focusing on the root cause of behavior and an intervention plan to support targeted behavior.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Decrease in repeat offenders and office referrals. **Staff Responsible for Monitoring:** Principal Assistant Principal Campus Leadership Team			

Strategy 9 Details	Formative Reviews		
Strategy 9: Collaborate with the Community in Schools to increase the number of community volunteers and mentors to support positive behavior and experiences for Rivera students.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase community volunteer hours Increase number of community mentors for students Decrease number of office referrals **Staff Responsible for Monitoring:** Principal Assistant Principal Community In Schools			

Strategy 10 Details	Formative Reviews		
Strategy 10: Weekly MTSS meetings to discuss academic, behavior and social/emotional well being interventions and support for students in need. Through this process all eligible students will receive HB4545 and HB1416 interventions.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: DMTSS progress monitoring, BOY/MOY/EOY results **Staff Responsible for Monitoring:** Principal Assistant Principal Specialists Teachers Counselors **Title I:** 2.4, 2.5, 2.6 - **Funding Sources:** A-Team Tutors - Title I, Part A - $17,000			

Strategy 11 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 11: The Special education department creates a system of supports for students who currently receive receive through 504 or Special Education and are not meeting progress according to IEP monitoring. **Strategy's Expected Result/Impact:** Effective special education systems that support student learning **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Team Lead			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Rivera Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Rivera Elementary

Name	Position	FTE
Breanna Slaughter Simpson	At Risk Counselor	1

Title I Personnel

Name	Position	Program	FTE
Joya Elam	Campus Instructional Coach (Title)		
Peggy Reuling	Campus Interventionist Specialist (Title		

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Breanna Slaughter Simpson		$0.00
				Sub-Total	$0.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Literacy Texts		$0.00
1	1	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	10	A-Team Tutors		$17,000.00
				Sub-Total	$17,000.00

Denton Independent School District

Stephens Elementary

2023-2024 Improvement Plan

STEPHENS
ELEMENTARY

Mission Statement

Building a Community of Learners for Life

Vision

To create a rigorous, collaborative learning environment, empowering all students.

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

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

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- Guiding Outcome 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 18
- Guiding Outcome 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 23

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	22-23 School Year
SPED	20%
Active Students w/ EB Classification	35
American Indian	1%
Asian	5.40%
Black	38.20%
Hispanic/Latino	18.20%
Two or More Races	4.30%
White	32.50%
Free Lunch	55%
Reduced Lunch	3%
Not Econ. Disadvantaged	42%
Males	53%
Females	47%
# of Languages Represented	14
English	433
Spanish	10
Korean	3
Arabic	2
Malayalam	2
Gujarati	1
Krio	1
Tagalog	1
Portuguese	1
Russian	1

	22-23 School Year
Urdu	1
Yoruba	1
McKinney Vento (homeless)	8

	22-23 School Year
Average Daily Attendance	94.03% (goal is 95% or more Attendance by Student
% of Students in Extra-Curricular (school clubs)	26% (all 4-5 students participate in clubs)
% of Students in Tutoring	10% (after school tutoring 3-5 and 1st grade tutoring)
% of Students Retained	1%

	22-23 School Year
Number of Referrals	224
Top 3 Reasons for Referrals	Physical Aggression Class Disruption Defiance
Number of ISS	101
Number of OSS	25
Number at Davis	5

Demographics Strengths

Our attendance rate steadily improved from beginning of the year to the end of the year. Our front office team worked hard to put all the truancy prevention measures in place in a timely matter and communicated with parents in a systematic manner.

We were able to provide tutoring for our 1st grade students, which helped to increase the amount of students leaving first grade reading on level.

We were able to provide tutoirng and transportation for our 3-5 grade students in preparation of the STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance **Root Cause:** We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

Problem Statement 2: Families that are actively engaged and attending events at our school are not always representative of our demographics **Root Cause:** We may not be

offering the types of events or resources that would attract all of our families.

Student Learning

Student Learning Summary

Kindergarten						
Letter ID		**At Risk**	**Prog**	**On Level**	**TOTAL Students**	
October	Percentage					
January	Percentage	7%	19%	74%	74	
May	Percentage	0%	20%	80%	69	
Kindergarten						
Letter Sounds		**At Risk**	**Prog**	**On Level**	**TOTAL Students**	
October	Percentage					
January	Percentage	15%	14%	71%	74	
May	Percentage	10%	17%	72%	69	
Kindergarten						
Reading Levels		**At Risk**	**Prog**	**On Level**	**Ab Level**	**TOTAL Students**
January	Percentage	21%	31%	35%	8%	74
May	Percentage	28%	29%	37%	6%	69
1st Grade						
Reading Levels		**At Risk**	**Prog**	**On Level**	**TOTAL Students**	
October	Percentage	34%	25%	36%	77	
January	Percentage	16%	17%	68%	77	
May	Percentage	10%	12%	78%	73	

Kindergarten

2nd Grade

Reading Levels		At Risk	Prog	On Level	TOTAL Students	
October	Percentage	26%	8%	65%	61	
January	Percentage	18%	15%	67%	61	
May	Percentage	18%	18%	65%	57	

3rd Grade

STAAR Reading		Approaches	Meets	Masters	TOTAL Students	
March (Sim)	Percentage	63%	16%	2%	63	
May	Percentage	80%	54%	8%	63	

3rd Grade

STAAR Math		Approaches	Meets	Masters	TOTAL Students	
March (Sim)	Percentage	55%	27%	14%	63	
May	Percentage	82%	43%	17%	63	

4th Grade

STAAR Reading		Approaches	Meets	Masters	TOTAL Students	
March (Sim)	Percentage	71%	47%	25%	63	
May	Percentage	66%	34%	11%	56	

4th Grade

STAAR Math		Approaches	Meets	Masters	TOTAL Students	
March (Sim)	Percentage	57%	11%	3%	63	
May	Percentage	54%	32%	12%	56	

5th Grade

Kindergarten						
STAAR Reading		**Approaches**	**Meets**	**Masters**	**TOTAL Students**	
March (Sim)	Percentage	72%	32%	15%	60	
May	Percentage	71%	46%	20%	61	
5th Grade						
STAAR Math		**Approaches**	**Meets**	**Masters**	**TOTAL Students**	
March (Sim)	Percentage	77%	50%	13%	60	
May	Percentage	79%	44%	12%	61	

Student Learning Strengths

1st grade improved the amount of students reading on-level from 48% to 79%.

Kinder ended the year with over 80% of their students being able to identify their letters and sounds.

2nd grade improved their PNA scores from the beginning of the year to the end of the year.

3rd-5th grade all saw improvements in the amount of students meeting standard on the reading and math STAAR

80% of our students in 3rd grade approached grade level on reading STAAR

82% of our students in 3rd grade approached grade level on math STAAR

78% of our students in 5th grade approached grade level on math STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In several grades there was not an increase in the amount of students on-level by the end of the year. **Root Cause:** Potential loss of instruction due to disruptive behaviors. Potential Tier 1 practices that are not meeting the needs of ALL students Potential PLC practices that are not responsive enough to the learning and the data

Problem Statement 2 (Prioritized): We are lacking resources that are aligned with the new STAAR redesign. It was difficult to prepare our students for the new type of test. **Root Cause:** Publishers have not caught up with the change and need time to create materials that will be in alignment.

School Processes & Programs

School Processes & Programs Summary

CLT, Guiding Coaltion, and Grade Level Teams were asked to provide input on several school processes and programs.

What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement?	**What are ideas to consider for next year?**
Bulldog Pack (Father Figure Involvement Program) STEM Night Bus sent to pick up students at apartments so they could attend the STEM night Fine Arts NIght Fun Run Hey Dude, Nice Shoes (provided childcare and food for families) Music programs Spring Fling (partnership with PTA Partnership w/ CoServ Book Character Pumpkins Schoolwide Easter Egg Hunt	Hotdog NIght at apartmtents Caroling at the apartmtnets Collaborate with Boys and Girls Club to have events at the apartments PALS- Ryan HS mentor program Go BIG! Decor and More Reading Night like STEM Night Multicultural Event Back to School Event Book Character Parade

How are all students, especially those at-risk given opportunities to meet challenging state academic standards with a well-rounded program of curriculum & instruction, including providing enrichment & acceleration?	What are ideas to consider for next year?
Tuesday after school tutoring Target Time Daily small groups MTSS process Interventionists responding to data Pacing guides that allow for assessment and reteach to see what students have learned Workshop model w/ scaffolding and meeting kids where they are 504 plans and IEP; regularly hold staffings for students who are not making progress with their accommodations ESSER tutoring Room transformations in 2nd and 3rd grade that allows students to have an experience that provides engagement as well as schema for what is to come in learning 4th grade carnival with tickets and rewards for learning and growth 4th and 5th grade clubs	ESSER tutoring beginning at the end of the year After school tutoring for K-2 that starts at the beginning of the year Digital resources that are aligned with the new STAAR redesign so that we can better prepare our students More small group counselor groups 2 Target times in 3-5 grade Some sort of specials for PK

In what ways do we protect & maximize instructional time?	What are ideas to consider for next year?
Master schedule is created with teacher teams in order to get input from everyone and to create the most effective schedule to maximize uninterrupted blocks for learning Intervention time for grades 3-5 that are not allowed to be missed or cancelled Having accountability with lead measures for each grade level and having to report on the progress of the lead measures weekly Digital announcements so that teachers can play them at a time that works for their schedule and does not interrupt learning Assemblies were kept to the end of the day or on 1/2 days in order to not interrupt learning	Kindergarten may not need a 2nd recess; they lost some instructional time in transitions No lunch duty for interventionists and/or special ed so that they can maximize their time with students Changing target times so that every grade level has a different time so that all interventionists can be a part of each grade level's intervention

School Processes & Programs Strengths

We have a variety of family engagement activities throughout the year.

We have positive partnerships with Co-Serv, Boys and Girls Club and with our PTA

All of our 4th and 5th graders participate in Clubs which allows them to have an extra-curricular experience at school

Our ESSER tutor was very effective in helping to close gaps for our students

All grade levels implemented the 15-day challenge as a way to pace out curriculum w/ specific days for common assessments and time to reteach

3-5 grade had a dedicated Target Time, which helped to close gaps as well as meet House Bill 4545 hours

We refined our MTSS process and system so that it is more streamlined and more consistent in progress monitoring

Every grade level identified a lead measure and reported out their progress on working towards their lead and lagging measures

The master schedule was created with everyone's input so that each grade level was afforded the most effective schedule for thier students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Families that are actively engaged and attending events at our school are not always representative of our demographics **Root Cause:** We may not be offering the types of events or resources that would attract all of our families.

Problem Statement 2 (Prioritized): We are lacking resources that are aligned with the new STAAR redesign. It was difficult to prepare our students for the new type of test. **Root Cause:** Publishers have not caught up with the change and need time to create materials that will be in alignment.

Problem Statement 3 (Prioritized): The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance **Root Cause:** We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

Problem Statement 4 (Prioritized): In several grades there was not an increase in the amount of students on-level by the end of the year. **Root Cause:** Potential loss of instruction due to disruptive behaviors. Potential Tier 1 practices that are not meeting the needs of ALL students Potential PLC practices that are not responsive enough to the learning and the data

Perceptions

Perceptions Summary

Stephens Elementary is a tucked away school in the community of Shady Shores. We have an active PTA that partners with our school to provide activities such as Spring Fling, the Jingle Bell Jog, and Generations Night. They also help our school fund raise money that goes right back into our school.

As a Title 1 school, we provide many opportunities for families to engage with our school. We partnered with the Boys and Girls Club, who attended several of our events and began serving one of our apartment complexes, providing services and after school activities. We also have at-school events such as STEM night, Fine Arts Night and musical programs.

Staff at Stephens Elementary are tight knit and many have been part of Stephens Elementary for over 10 years. On the engagement survey we scored higher than the district in teachers reporting that they had a best friend in work. We also scored high in professional development and opportunities to learn and grow. Areas that need improvement are clear expectations and communication as well as recognizing staff for their work.

In our community engagement report, community members were largely satisfied, reporting that the school is a welcoming place, with teachers who emphasize academics and who communicate regularly. Parents did report concern about behavior and how it is handled.

Looking forward, Stephens Elementary staff are looking for ways to celebrate our diverse community throughout the year. We are also working to build leadership capacity in our staff through our Guiding Coalition.

Perceptions Strengths

High level of staff reporting that they have a best friend at work, that someone has discussed their progress with them, that they have the materials and equipment they need to perform their job, and that there are opportunities to learn and grow.

Community members reported that school is a welcoming environment, that teachers emphasize school work, that someone encourages the development of their child, that school provides positive feedback, and that school has a variety of family engagement opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Overall engagement is 3.85, which is lower than the district average. **Root Cause:** Teachers reporting that expectations are not clear and that communication could be better.

Problem Statement 2 (Prioritized): The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance **Root Cause:** We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

Priority Problem Statements

Problem Statement 1: In several grades there was not an increase in the amount of students on-level by the end of the year.

Root Cause 1: Potential loss of instruction due to disruptive behaviors. Potential Tier 1 practices that are not meeting the needs of ALL students Potential PLC practices that are not responsive enough to the learning and the data

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance

Root Cause 2: We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: We are lacking resources that are aligned with the new STAAR redesign. It was difficult to prepare our students for the new type of test.

Root Cause 3: Publishers have not caught up with the change and need time to create materials that will be in alignment.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Guiding Outcomes

Guiding Outcome 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: 85% of our students in PK-5 will make expected or accelerated growth as measured by STAAR, IReady, and other district assessments.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Campus Common Assessments/Exit Tickets
Progress Monitoring for reading and math
STAAR Interims
STAAR
IReady reports
Running Records
DRA Levels Progress Monitoring
PK Report Cards

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide a protected daily "Tier 2 Time" in the master schedule to address math and reading learning needs of all students in grades K-5. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2023-2024 **Staff Responsible for Monitoring:** Grade Level Teams Intervention Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 4 **Funding Sources:** Rebekah Perrone - Title I, Part A, Kaitlyn Pound - Title I, Part A			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Provide instructional coaching and intervention support by the Campus Interventionists and District Instructional Coach to assist in meeting the needs of all learners. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2023-24 **Staff Responsible for Monitoring:** Intervention Team District Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 4 **Funding Sources:** Rebekah Perrone - Title I, Part A, Kaitlyn Pound - Title I, Part A, Danielle Fletcher - State Compensatory Education (SCE)			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Refine our Multi-Tiered System of Supports (MTSS) in order to provide more targeted Tier 1 instruction and Tier 2 instruction in the classroom through progress monitoring and goal-setting. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2023-24 **Staff Responsible for Monitoring:** Grade Level Teachers Intervention Team Admin Team **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1 - School Processes & Programs 4			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Teachers will track Leading and Lagging indicators throughout the year and keep grade level updates posted in the PLC room in order to track growth in reading and math. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2023-24 **Staff Responsible for Monitoring:** Interventionists Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 2			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide teachers with effective research-based student intervention materials in math and literacy.	Formative		
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2023-24 **Staff Responsible for Monitoring:** Interventionists Classroom Teachers Administrators **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 4 **Funding Sources:** Intervention Materials - Title I, Part A - $1,000, Tutoring - State Compensatory Education (SCE) - ESSER - $6,000	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.	Formative		
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2023-24 **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 2 **Funding Sources:** Substitutes - Title I, Part A - $2,500	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: 100% of eligible HB4545 students will be served by May 2024.	Formative		
Strategy's Expected Result/Impact: Closing academic gaps and improving achievement of our Tier 2 and 3 students **Staff Responsible for Monitoring:** Teachers Interventionists Administrators **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Implement researched based phonemic awareness instruction in kindergarten and 1st grade (Secret Stories, Heggerty, and Equipped for Reading Success) **Strategy's Expected Result/Impact:** Increased mastery of phonemic awareness **Staff Responsible for Monitoring:** K-1 Grade Level Teams **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 - School Processes & Programs 2			

Strategy 9 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 9: Provide daily accelerated instruction for students through Reading Recovery and Literacy Groups **Strategy's Expected Result/Impact:** Improvement in level of student achievement, as evidenced by campus and district assessment reports for 2022-2023. **Staff Responsible for Monitoring:** K-2 Interventionist **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 **Funding Sources:** Nicole Springer - State Compensatory Education (SCE)			

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 10: Allot materials and resources to activities and events that increase parent engagement and provide learning activities that parents can do with their child. **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies for parent engagement events - Title I, Part A - $2,000			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In several grades there was not an increase in the amount of students on-level by the end of the year. **Root Cause**: Potential loss of instruction due to disruptive behaviors. Potential Tier 1 practices that are not meeting the needs of ALL students Potential PLC practices that are not responsive enough to the learning and the data

Problem Statement 2: We are lacking resources that are aligned with the new STAAR redesign. It was difficult to prepare our students for the new type of test. **Root Cause**: Publishers have not caught up with the change and need time to create materials that will be in alignment.

School Processes & Programs

Problem Statement 2: We are lacking resources that are aligned with the new STAAR redesign. It was difficult to prepare our students for the new type of test. **Root Cause**: Publishers have not caught up with the change and need time to create materials that will be in alignment.

Problem Statement 4: In several grades there was not an increase in the amount of students on-level by the end of the year. **Root Cause**: Potential loss of instruction due to disruptive behaviors. Potential Tier 1 practices that are not meeting the needs of ALL students Potential PLC practices that are not responsive enough to the learning and the data

Guiding Outcome 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: Decrease the amount of office referrals by 20% by building a strong Tier 1 Schoolwide Behavior and SEL system.

High Priority

Evaluation Data Sources: Parent Engagement Survey
Staff Engagement Survey
House Meeting Planner
Office Referrals
Dojo Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Dedicate 6 of our Early Release Wednesdays for House Meetings, House Pep Rallies, and Community Service Projects	Formative		
Strategy's Expected Result/Impact: Improved Tier 1 behavior and SEL implementation	Dec	Mar	May
Title I: 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Cross-Grade Level House Buddies will meet weekly to build strong connections and mentorship between grade levels, classes, and students. **Strategy's Expected Result/Impact:** Improved Tier 1 behavior and SEL implementation **Staff Responsible for Monitoring:** Grade Level Teams **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Recognize top House each spirit rally and reward with a Dance Party and the Raising of their House Flag. **Strategy's Expected Result/Impact:** Improved Tier 1 behavior and SEL implementation **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Become a Dojo School in order to track House points monthly AND as a way for teachers to reinforce expectations in their classrooms. **Strategy's Expected Result/Impact:** Increased engagement through recognition **Staff Responsible for Monitoring:** Librarian Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 2			

Strategy 5 Details	Formative Reviews		
Strategy 5: All staff will be trained on CHAMPS.	Formative		
Strategy's Expected Result/Impact: Increased engagement through recognition **Staff Responsible for Monitoring:** Administrators Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 2	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Create schoolwide expectations for all common areas.	Formative		
Strategy's Expected Result/Impact: Increased engagement **Staff Responsible for Monitoring:** Administrators **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 2	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Assistant Principal and Principal will be a part of the We SHIFT cohort in order to build understanding and improve our practices in trauma-based responses to explosive behavior.	Formative		
Strategy's Expected Result/Impact: Decrease the amount of time students are out of placement for disruptive or explosive behavior **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 2	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Provide adult mentors for our behaviorally at-risk 4th and 5th grade students. **Strategy's Expected Result/Impact:** Improve behavior and sense of belonging **Staff Responsible for Monitoring:** Admin **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 2 **Funding Sources:** Lost Generation Mentors - Title I, Part A - $2,000			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance **Root Cause**: We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

School Processes & Programs
Problem Statement 3: The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance **Root Cause**: We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

Perceptions
Problem Statement 2: The top three reasons for referrals this year were physical aggression, classroom disruption, and defiance **Root Cause**: We have students who are experiencing high levels of trauma and have teachers who need more training in how to handle these types of behaviors.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Danielle Fletcher		$0.00
1	1	5	Tutoring	ESSER	$6,000.00
1	1	9	Nicole Springer		$0.00
				Sub-Total	$6,000.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Rebekah Perrone		$0.00
1	1	1	Kaitlyn Pound		$0.00
1	1	2	Kaitlyn Pound		$0.00
1	1	2	Rebekah Perrone		$0.00
1	1	5	Intervention Materials		$1,000.00
1	1	6	Substitutes		$2,500.00
1	1	10	Supplies for parent engagement events		$2,000.00
2	1	8	Lost Generation Mentors		$2,000.00
				Sub-Total	$7,500.00