

**Denton Independent School District**  
**Guyer High School**  
**2022-2023 Campus Improvement Plan**



**GUYER**  
**HIGH SCHOOL**

# Mission Statement

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

## Vision

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

## School Values

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

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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	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 encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	30
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	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

Guyer High School is a comprehensive, four-year, public high school in Denton, Texas. In the sixteen years since John H. Guyer High School opened, we have established a standard and tradition for excellence in all areas. Currently, 2565 students are enrolled at GHS. We are classified as a 6A school by the University Interscholastic League. Academically we have continued to grow and achieve at levels above the local, state, and national levels. We continue to see an increase in student participation in College Board Advanced Placement programming. Additionally, in recent years, students have taken advantage of the dual-credit option with a partnership with Texas Woman's University which allows students to receive college credit through classes taken on the high school campus. Students are graduating with higher numbers of college credits through participation in the Advanced Placement and Dual Credit programs at Guyer HS.

Guyer High School continues to place a high priority on employing and retaining a high-quality, talented professional and paraprofessional staff. We strive to ensure that our staff members embody the talent, skill, and will necessary to help ensure that our students' potential is maximized and that our mission, vision, values, and goals are realized daily.

**Mission Statement:** Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural, and physical aspects of learning in a positive environment.

- Rigorous and relevant curriculum that is cognitively demanding and challenging to students
- Students engaged in the learning process
- Parents and community engaged as partners in the learning process
- Stakeholder involvement in the planning and improvement process

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

- Professional learning community collaboration
- Focused and critical examination of our instructional practices
- Maintaining fidelity in data-driven decision-making
- Focus on results

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

We continue to seek opportunities to work vertically with our Guyer Zone schools and to continue our horizontal collaboration with the other district comprehensive high schools.

Our parent community is supportive of our efforts and remains committed to our school-home partnership.

The Guyer High School student body is in tune with the needs of the community and has collectively participated in many worthy causes. Many of our organizations contain some component of community service as a requirement for membership. Some of these include: Interact Club, I Am Second, Girls Soccer, French Club, National Honor Society, English National Honor Society, SADD (Students Against Destructive Decisions), Art Club, HOSA (Health Occupations Students of America) and DOCS (Discovering Opportunities and Careers for Students in Medicine), GHS Baseball partnership with Salvation Army,

GHS Orchestra partners with American Red Cross, Spirit Horse (therapy for children using horses), and performs for senior living centers, Student Council partnership with a local food pantry, Keep Denton Beautiful, and sponsors classrooms who adopt pre-kindergarten students in

Denton ISD for Christmas.

**Fine Arts:** Our fine arts programs involve a large number of GHS students and are recognized for excellence

throughout the state and the nation.

Our choral program consists of over 200 students who comprise six performing choirs. Numerous Guyer students have made the TMEA All State Choir over the past five years, and each of our choirs has earned Sweepstakes Choir over the past five years.

The Guyer theater program consistently receives accolades and recognition for outstanding work. They perform numerous programs each year for our school and our community at large. They have been nominated by the Dallas Summer Musicals High School Theater Awards yearly in the following categories: Best Musical, Best Lighting, Best Ensemble, Best Direction, Best Costumes, Best Actress, Best Actor, Best Technical Execution, and Best Choreography. In four out of the last five years, a Guyer High School student has been honored with the coveted Top Actor and Actress award presented by Dallas Summer Musical Theatre, which qualified the students to participate in the National High School Musical Theatre Awards, known as “The Jimmy’s”, on Broadway in New York City. In UIL State One Act Play competition, GHS has advanced through district, regional, and area competition to compete at the state multiple times over the last five years.

All three performing orchestras have consistently earned UIL Concert and Sight-reading sweepstakes awards, with our Varsity Orchestra winning every year since Guyer has opened. Our orchestra has previously been recognized as a TMEA Texas Honor Orchestra Competition finalist.

**Air Force Junior ROTC:** Our Air Force Junior Reserve Officer Training Corp continues to be an important part of John Guyer High School, helping future leaders grow and succeed. Listed are some of the group’s notable achievements:

- Since beginning the unit in 2005, GHS has produced more service academy graduates than any other high school in North Texas
- In 2019, GHS graduates were awarded the largest amount of Department of Defense funded

scholarships ever awarded to a public high school

- Recognized as a Distinguished Unit with Merit during this year’s inspection.
- Provides a yearly presentation by current service academy cadets/midshipmen for students

interested in attending a service

- Conducted interview and application prep for 100 area students competing for academy appointments.
- Volunteered over 5000 hours completing over 150 community service projects.

### Student Demographics

Federal Ethnicity/Race	Male	Female	Total
American Indian	13	4	17
Asian	59	61	120
Black	108	88	196
Hispanic/Latino	401	341	742
Pacific Islander	1	2	3
White	690	706	1396
Multiracial	44	47	91
			2565

Meal Status	Not	Free	Reduced
Raw Data	1907	548	110
Percentages:	74.34697856	21.36452242	4.288499025

Special Programs	SPED	504	ESL	At-Risk	GT
Raw Data	225	421	177	293	371
Percentage Active	8.771929825	16.41325536	6.900584795	11.42300195	14.46393762
	Not SPED	Not 504	Not ESL	Not At Risk	Not GT
	2340	2144	2388	2272	2194

**Total Active Students**

2562

**ADA Percent**

95.72%

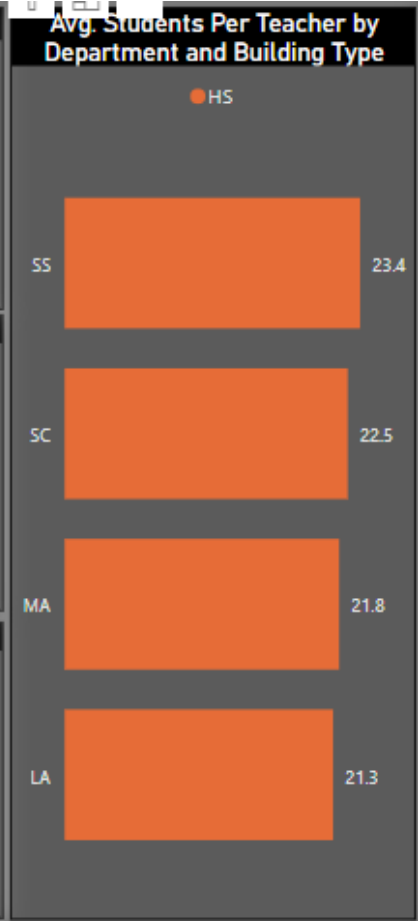
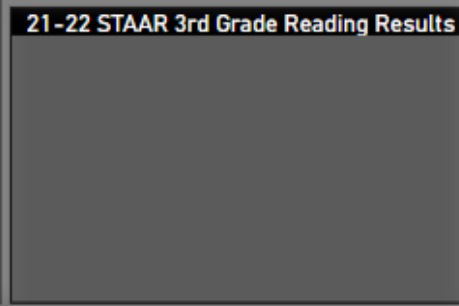
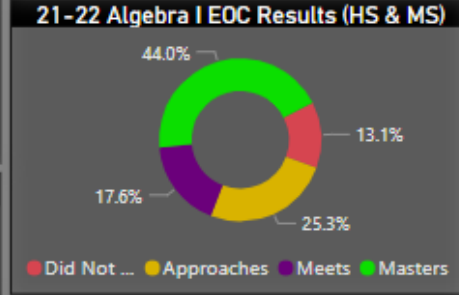
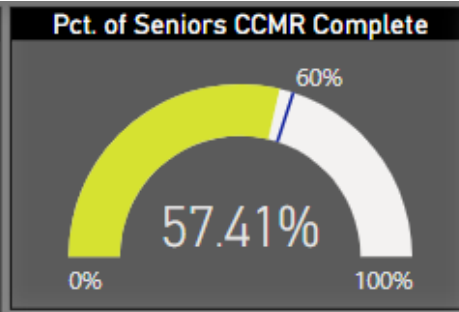
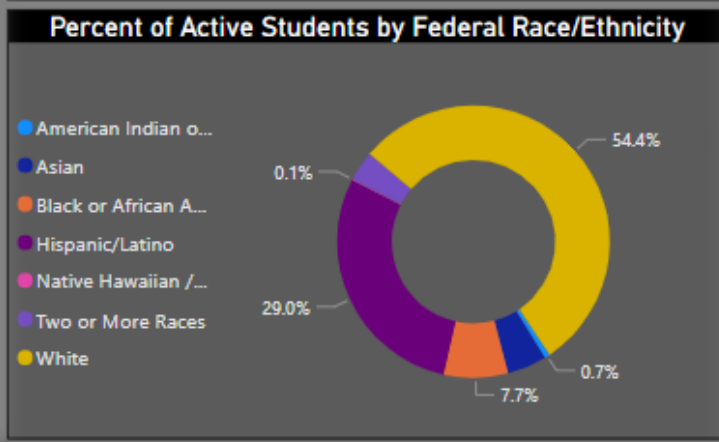
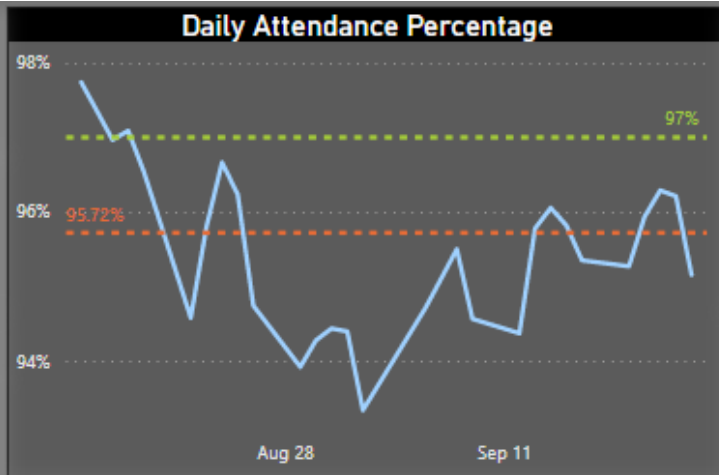
DISD Discipline Data

**Pct. of Active Students and SPED Classification**

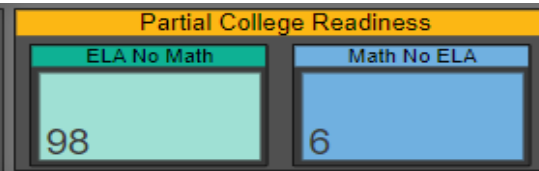
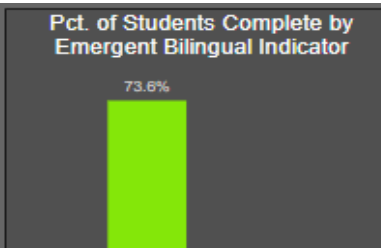
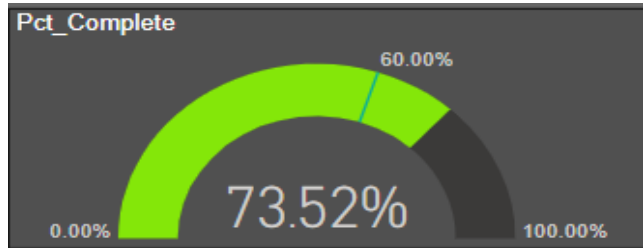
9.0% N 91.0% Y

**Pct of Active Students and EB Classification**

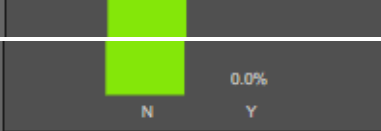
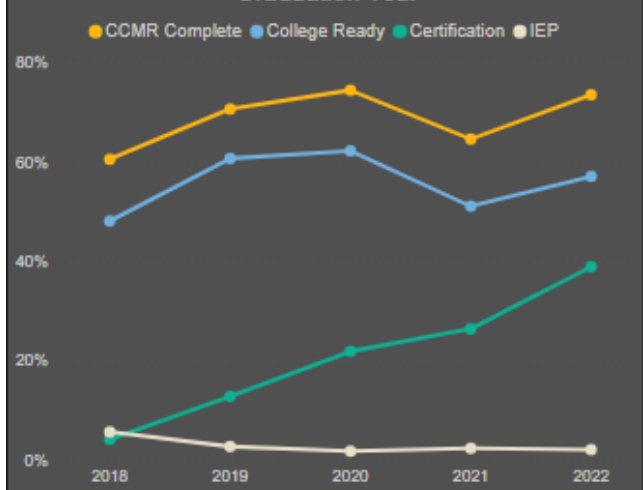
1.5% N 98.5% Y



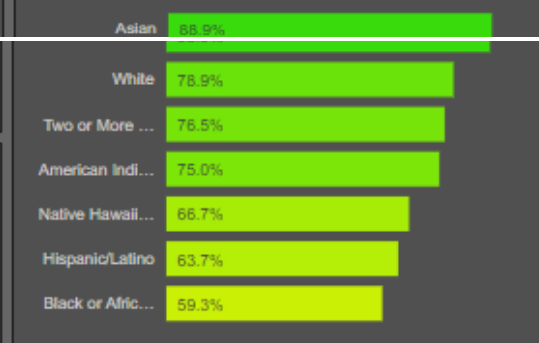




**Percent of Students Complete by Indicator and Graduation Year**



**Pct. of Students Complete by Federal Race/Ethnicity**



**Pct. of Students Complete by Special Education Indicator**

**Pct. of Students Complete by Gender**



**Demographics Strengths**

Guyer High School's demographic strengths are as follows:

- Consistent academic performance as it relates to TEA Accountability System
- Increasing College, Career, and Military Readiness measures
- Exceptionally high graduation/completion rate
- High student attendance rate
- Teacher/student ratios allows for highly effective instruction
- Traditionally low student mobility/student stability rate
- Traditionally strong truancy prevention measures
- Growing diversity in student population
- Strong community ties/support

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** An increase in the need for individualized academic interventions associated with HB4545 has created an increased need for resources to address identified learning gaps. **Root Cause:** Lack of student success on state-mandated assessments (STAAR) due to pandemic restrictions related to instructional delivery has increased the need for intervention.

**Problem Statement 2 (Prioritized):** As the diverse needs of our student population continue to expand, there is a need for additional professional learning for our staff to address the growing needs and numbers of our diverse student population, including demographic groups, at risk students, students receiving special education services, English language learners, and low socioeconomic students. **Root Cause:** Effects of instructional restrictions/access to high quality instruction during pandemic created and increased learning deficits/gaps, particularly with our population of at-risk learners.

# Student Learning

## Student Learning Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, Denton ISD Curriculum & Instruction documents, and the results of ongoing campus based assessments. At the beginning of each grading period and during ongoing district-allotted PLC days/times, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught and assessed for the upcoming instructional period. During PLC collaboration opportunities, to ensure that learning plans are aligned with campus, district, and state standards and expectations, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs.

Students are encouraged to enroll in advanced academics programs offered at Guyer HS, including honors, advanced placement, and dual credit courses. Our goal is to provide students with a learning experience that is catered to their goals and abilities. By ensuring that all of our programming is of the highest standard, we will meet and/or exceed student, family, school, and community expectations as they relate to serving all of our students' needs.



## ACCOUNTABILITY OVERVIEW

### Overall Rating



92 out of 100

### Academic Year

[2021-22](#)

[2020-21](#)

[2019-20](#)

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

[2018-19](#)

[2017-18](#)

\* Given the impact of COVID-19,

TELL ME MORE

This shows how c

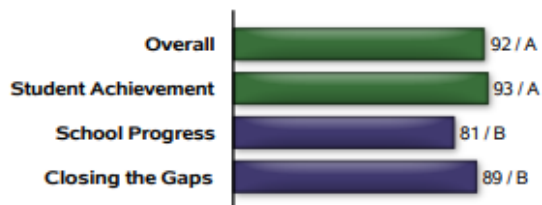
## Texas Education Agency 2021-22 Preliminary School Report Card GUYER H S (061901007)

### Accountability Rating

**A**

GUYER H S earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for GUYER H S. Scores are scaled from 0 to 100 to align with letter grades.



### School Information

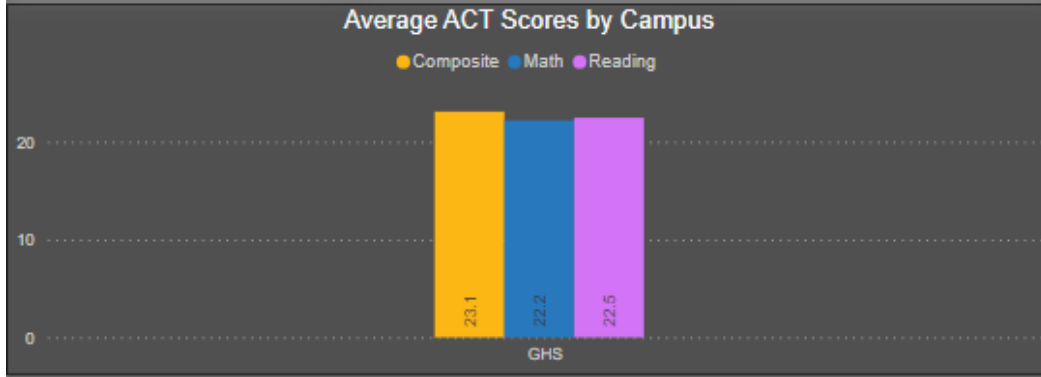
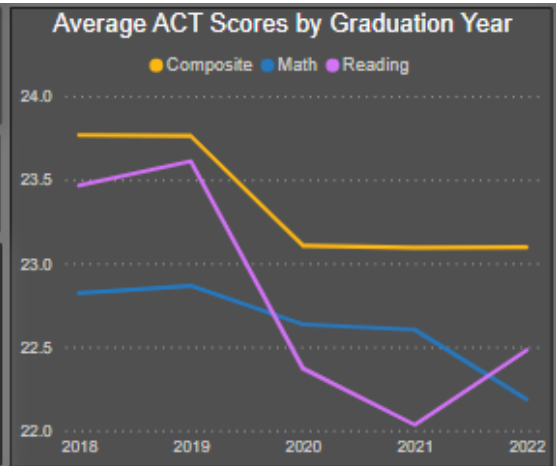
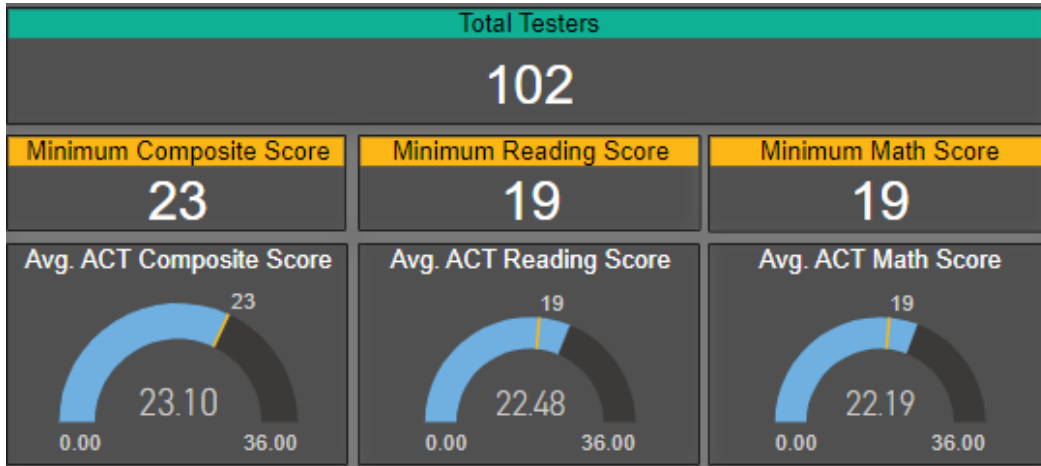
<b>District Name:</b>	<b>DENTON ISD</b>
<b>Campus Type:</b>	<b>High School</b>
<b>Total Students:</b>	<b>2,614</b>
<b>Grade Span:</b>	<b>09 - 12</b>

For more information about this campus, see: <https://TXSchools.gov>

### Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- |                                |                               |
|--------------------------------|-------------------------------|
| ✓ Comparative Closing the Gaps | ✗ ELA/Reading                 |
| ✗ Mathematics                  | ✗ Science                     |
| ✗ Social Studies               | ✗ Comparative Academic Growth |
| ✗ Postsecondary Readiness      |                               |

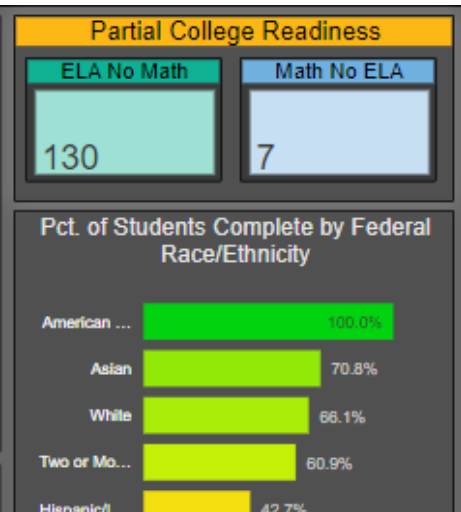
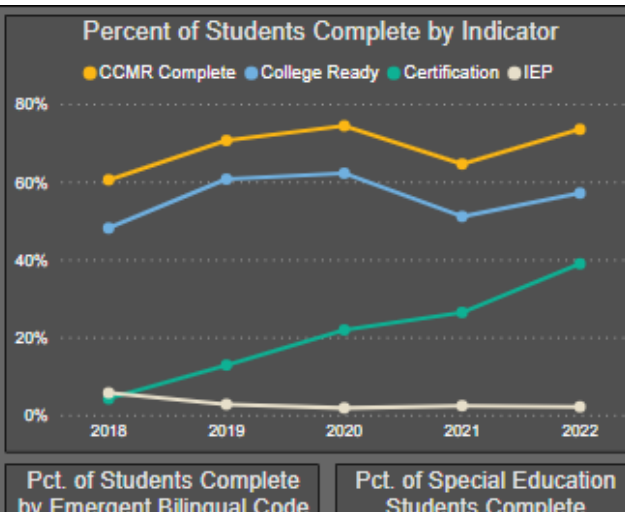
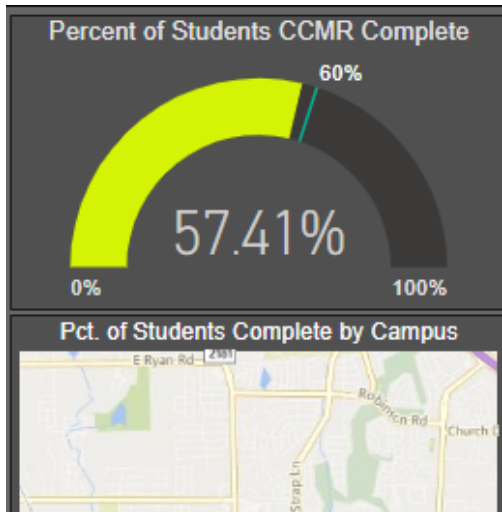


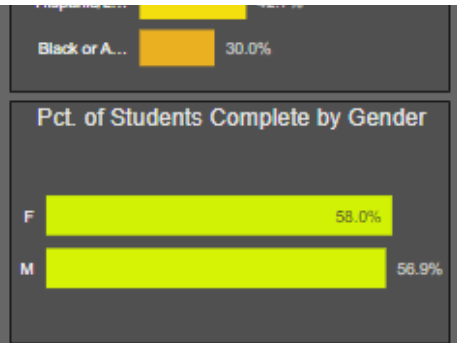
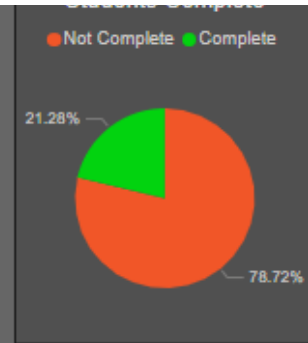
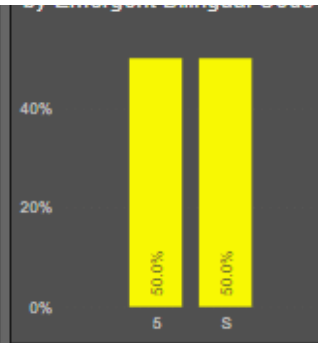
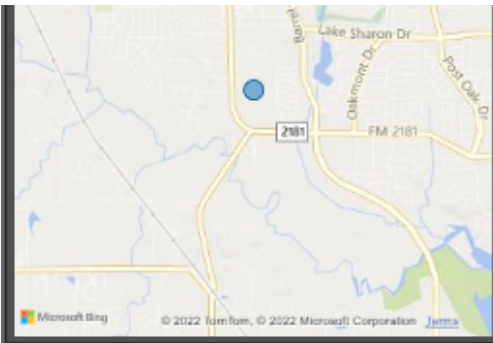
**Federal Race/Ethnicity**: All

**Gender**: All

**Emergent Bilingual**: All

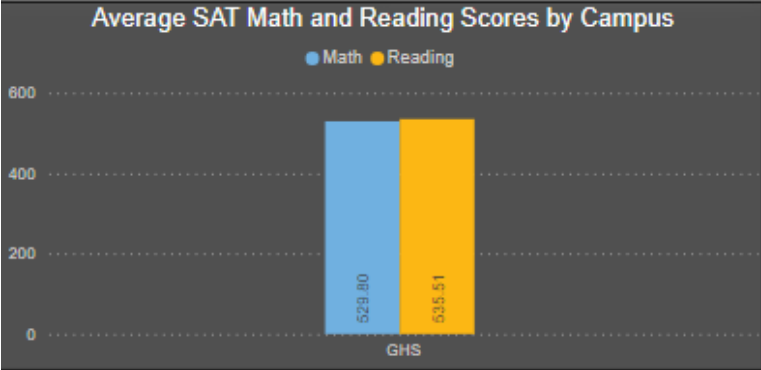
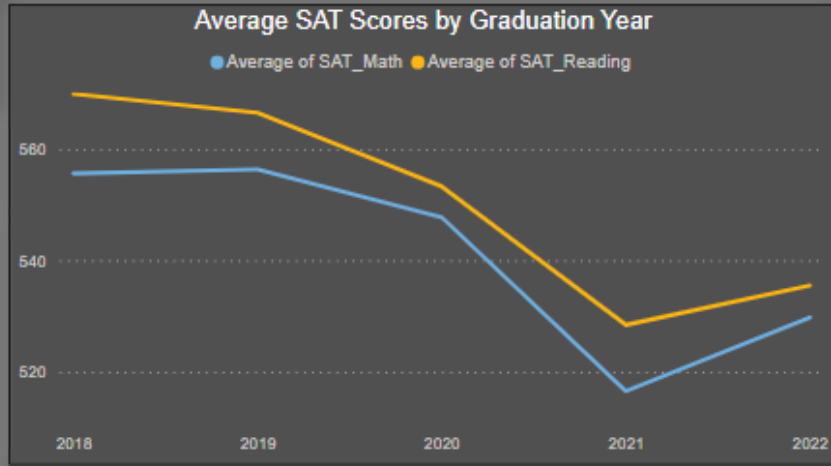
**Special Education**: All





**Total Testers**  
**548**

<b>Minimum EBRW Score</b> <b>480</b>	<b>Minimum Math Score</b> <b>530</b>
<b>Avg. SAT Math Score</b> 530 529.80	<b>Avg. SAT Reading Score</b> 480 535.51



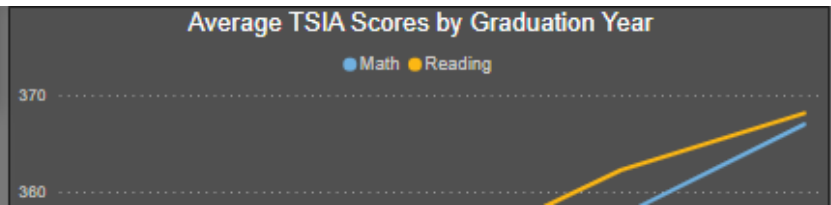
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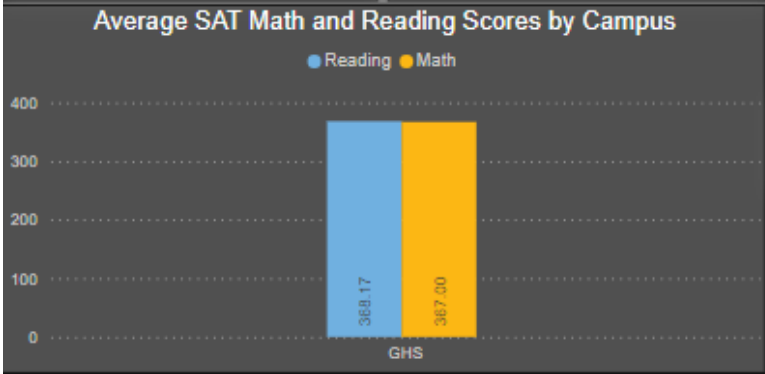
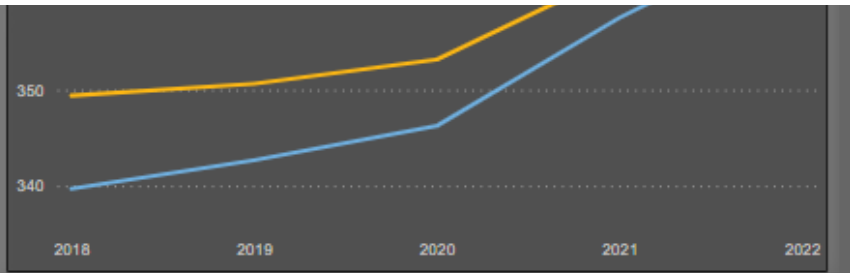
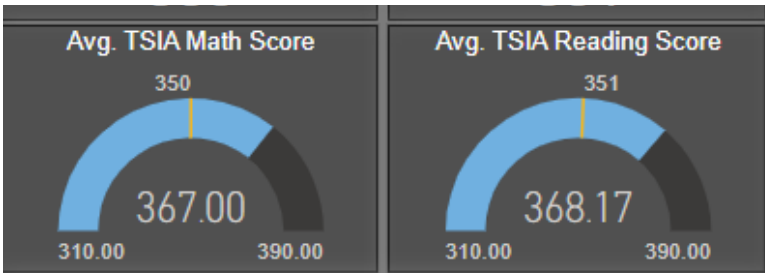
**Gender**: All

**Emergent Bilingual**: All

**Special Education**: All

<b>Total Math Testers</b> <b>8</b>	<b>Total Reading Testers</b> <b>6</b>
<b>Minimum TSIA Math Score</b> <b>350</b>	<b>Minimum TSIA Reading Score</b> <b>351</b>



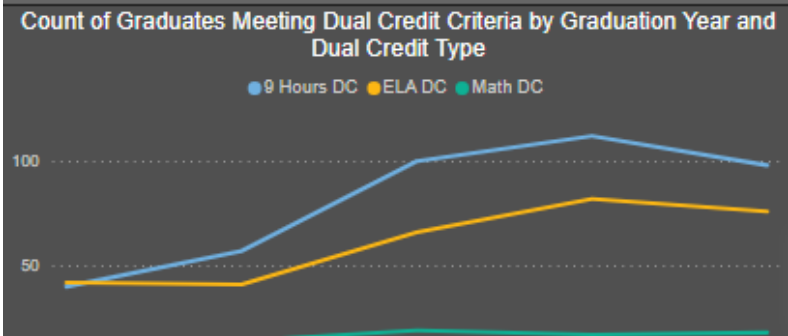
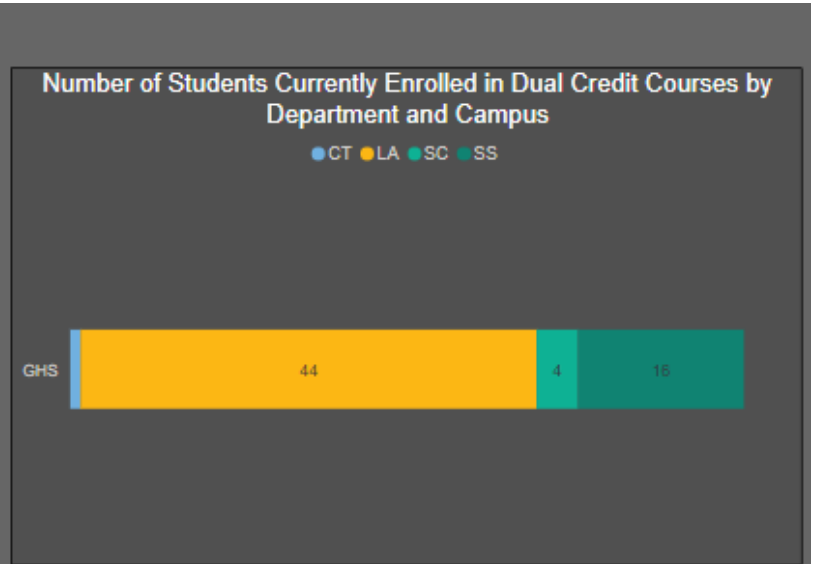
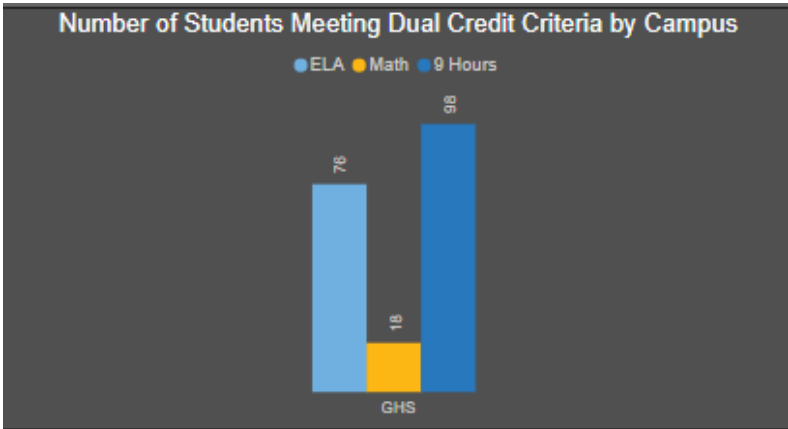


**Federal Race/Ethnicity**  
All

**Gender**  
All

**EB**  
All

**SPED**  
All



**Federal Race/Ethnicity**  
All

**Gender**  
All

**SPED**  
All

**EB**  
All



### Student Learning Strengths

#### Student Learning Strengths are as follows:

- 100% graduation rate
- College, Career, and Military Readiness Component Score increased from our last registered score
- STAAR EOCs-Met Closing the Gaps in 100% of indicators for Graduation Status, English Language Proficiency Status, Student Success Status, and School Quality Status; 90% for Academic Achievement Status
- SAT performance above the state and national average
- ACT performance above the state and national average



- Earned TEA Distinction in Comparative Closing the Gaps
- Students in special programming, including Special Education, English as a Second Language, and Section 504 services are progressing towards closing performance gaps

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** As a result of their performance on 2021-22 STAAR results for current 9th, 10th, and 11th grade students, an increased percentage of students must be served and receive accelerated instruction/interventions under House Bill 4545, creating logistical concerns regarding adequate processes, procedures, time, and additional resources for teachers to provide interventions. **Root Cause:** Learning deficits/gaps were created and expanded during the COVID-19 pandemic.

**Problem Statement 2:** The percentage of ELL, Special Education, and At-Risk students meeting the standard ratings on EOCs and passing courses is lower than that of non-ELL students. **Root Cause:** Teachers lack training, instructional skills, and resources in meeting specific academic/language needs of our Special Education, ELL students and at-risk students.

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction curriculum documents, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs.

Through utilizing the tools provided by Denton ISD Human Resources, as well as campus-based protocols and procedures, we seek to recruit, support, and retain a highly-talented staff. Our staff commonly reports how they feel supported on campus, and this is also reflected in the high staff retention rate each year.

Our organizational structures support collaboration, innovation, and calculated risk-taking. Administratively, our administrative team is structured into two teams: Instructional Leadership Team and Organizational Leadership Team. The Instructional Leadership Team is tasked with leading the instructional focus and initiatives, while our Organizational Leadership Team is tasked with leading our operational/organizational focus. Our department chairs lead their core academic departments, and we have lead teachers who assist in leader content areas within their departments. Our structure collectively support collegiality and high levels of professional learning.

## School Processes & Programs Strengths

School Processes & Programs Strengths are as follows:

- Association/Collaboration/Partnership with the Guyer Zone
- Well-being Focus
- Professional Learning Communities Culture
- Assessment for Learning Strategies
- Extracurricular and Co-curricular activities for students
- Denton Multi-tiered System of Supports
- Strengths-Based education
- Dual credit opportunities
- Open enrollment in Honors and AP coursework
- Advanced Technology Center opportunities
- Credit Recovery programming
- English Language Learner support

- Special Education Services
- Administrative Leadership Team
- Partnership with City of Denton for School Resource Officers
- 1:1 Technology with Chromebook initiative
- Counseling/Social Work Team
- Teacher Leadership Team (Department Chairs)
- Campus Leadership Team
- Teacher Selection Processes
- Instructional Leadership Team
- Organizational Leadership
- Team Leadership Development
- High Teacher Retention

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** A need exists to enhance opportunities for student voice, as a mechanism for feedback which results in improved teaching, learning, and culture, at Guyer High School as it relates to the student experience. **Root Cause:** There has traditionally been limited processes and protocols that support increased levels of student voice for GHS students.

**Problem Statement 2:** There is a need to continue to meet the needs of our diverse student population and to provide high quality programming to meet their academic and social-emotional needs. **Root Cause:** Student needs continue to grow as learning gaps continue to grow as we maneuver through the consequences of the COVID-19 pandemic.

# Perceptions

## Perceptions Summary

All Guyer High School staff members have a common shared vision for ensuring that our students maximize their potential during their time at GHS. Our learning community is committed to fulfilling our mission of providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. We focus on research best practices, and, to the greatest extent possible, seek to provide a personal, individualized, targeted plan of instruction which moves our students closer to realizing their goals. Guyer High School is a tradition-rich campus that is known for excellence in academics, fine arts, and athletics. GHS is consistently named to U. S. News and World Reports list of "Top U. S. High Schools", and we were recently named one of the top STEM high schools in the United States. Because the school has historically been successful, the standard of expectation within and outside of the campus continues to rise. Our strong campus culture reflects and embodies what we mean by #TheGuyerWay.

## Perceptions Strengths

Perception Strengths are as follows:

- Clear campus mission, vision, values, and goals
- Tradition-rich campus leads to positive campus culture and climate
- A growth mindset is valued amongst students and staff
- High standards for both academic and character success
- Highly supportive Parent, Teachers, Student Association (PTSA)
- Highly qualified professional and paraprofessional staff
- Family Culture-"Once a Wildcat, Always a Wildcat"
- Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent engagement and parent engagement opportunities have decreased during the last two school years. **Root Cause:** Social distancing/health protocols discouraged genuine face-to-face engagement in some activities associated with students' daily lives.

**Problem Statement 2:** GHS still has a small population of students and families who are not actively connected to the campus. **Root Cause:** Foundational relationships with the disconnected members of our learning community were not cultivated during "onboarding" into GHS.

# Priority Problem Statements

**Problem Statement 1:** As a result of their performance on 2021-22 STAAR results for current 9th, 10th, and 11th grade students, an increased percentage of students must be served and receive accelerated instruction/interventions under House Bill 4545, creating logistical concerns regarding adequate processes, procedures, time, and additional resources for teachers to provide interventions.

**Root Cause 1:** Learning deficits/gaps were created and expanded during the COVID-19 pandemic.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** A need exists to enhance opportunities for student voice, as a mechanism for feedback which results in improved teaching, learning, and culture, at Guyer High School as it relates to the student experience.

**Root Cause 2:** There has traditionally been limited processes and protocols that support increased levels of student voice for GHS students.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 4:** Parent engagement and parent engagement opportunities have decreased during the last two school years.

**Root Cause 4:** Social distancing/health protocols discouraged genuine face-to-face engagement in some activities associated with students' daily lives.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 3:** As the diverse needs of our student population continue to expand, there is a need for additional professional learning for our staff to address the growing needs and numbers of our diverse student population, including demographic groups, at risk students, students receiving special education services, English language learners, and low socioeconomic students.

**Root Cause 3:** Effects of instructional restrictions/access to high quality instruction during pandemic created and increased learning deficits/gaps, particularly with our population of at-risk learners.

**Problem Statement 3 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 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
- RDA 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- 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
- STEM and/or STEAM 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
- T-TESS data
- T-P ESS 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



# 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 June of 2023, through implementation of a system wide academic intervention, acceleration, and enrichment plan in core courses, we will increase student achievement as measured by students performing at the masters level by 5% in each EOC area.





**Evaluation Data Sources:** 2022-23 STAAR EOC Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis, allowing them to be able to process information more successfully.</p> <p>*The GHS science staff will provide a multi-tiered system of support, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs.</p> <p>*To meet the mandates of House Bill 4545, Guyer High School science staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions, in the fall &amp; spring to ensure that our students who were not successful on a previous science STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>*To increase AP science course enrollments, GHS teachers will regularly visit with AVID, Honors Biology, and high-achieving on-level Biology students so that they understand how much taking advanced classes in high school can help with post-secondary STEM experiences.</p> <p>*The GHS science staff will increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>*The GHS science staff will continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs).</p> <p>*The GHS science staff will increase writing and content evidence-based reading opportunities for all students across all subject areas.</p> <p>*The GHS science staff will consistently reinforce Assessment for Learning Strategies throughout the teaching/learning cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Science EOC show evidence of 5% growth in areas identified in our performance objective.  More students on track for graduation  Fewer students identified as "at risk"  Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers  Instructional Coach</p> <p><b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The GHS English staff will increase evidence-based reading and writing opportunities for all students, utilize common planning to create common assessments, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.</p> <p>The GHS English staff will provide a multi-tiered system of support, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities focused EOC study sessions, and mentoring programs.</p> <p>*To meet the mandates of House Bill 4545, Guyer High School English staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions, in the fall &amp; spring to ensure that our students who were not successful on a previous English STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>*The GHS English staff will increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>*The GHS English staff will continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs).</p> <p>*The GHS English staff will increase writing and content evidence-based reading opportunities for all students across all subject areas.</p> <p>*The GHS English staff will consistently reinforce Assessment for Learning Strategies throughout the teaching/learning cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR English EOC show evidence of 5% growth in areas identified in our performance objective.  More students on track for graduation  Fewer students identified as "at risk"  Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> English Teachers  Instructional Coach</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math teachers will utilize common assessment data to identify and close gaps through high quality instruction and intervention.</p> <p>To meet the mandates of House Bill 4545, Guyer High School math staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School intervention, in the fall &amp; spring to ensure that our students who were not successful on a previous math STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>Math teachers will consistently incorporate SAT practice questions into regular instruction, especially on the District early release PLC days.</p> <p><b>Strategy's Expected Result/Impact:</b> The average SAT Math score for the Class of 2023 will increase by at least 12 points from the Class of 2020 average of 548.</p> <p>STAAR Math EOC show evidence of 5% growth in areas identified in our performance objective.</p> <p>More students on track for graduation</p> <p>Fewer students identified as "at risk"</p> <p>Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Guyer High School Social Studies Department will work with our professional learning teams and our campus community to develop and share opportunities to support the emotional wellness of students and fellow faculty. Teachers will increase our use of data-driven decisions to discover current student needs, in order to develop creative and appropriate plans to foster significant growth academically, socially, and emotionally at all levels.</p> <p>GHS Social Studies will contribute to intervention, acceleration, and enrichment at every level increasing EOC Results by 5% and increasing the number of students who are college ready by working as a PLC to provide students with intentionally curated opportunities for voice and choice to develop their self-advocacy skills on at least three occasions each nine weeks.</p> <p>Collaborating in our course PLC teams, AP PLC team, along with the GHS Social Studies PLC team to create stronger lessons that facilitate an increase in student-centered learning while maintaining the pace of instruction. This will be accomplished by allowing students to take over more aspects of their learning and lessons creating more opportunities for student choice and voice. Seminars, student-driven open discussions, choice in presentation styles and responsibilities are examples of ways to increase student voice. Choice in investigative focal points within broader essential standards, choice in developing a historical claim, and choice in evidence used for analysis to defend the historical claim empower students.</p> <p>To meet the mandates of House Bill 4545, Guyer High School social studies staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions in the fall &amp; spring to ensure that our students who were not successful on a previous social studies STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Social Studies EOC show evidence of 5% growth in areas identified in our performance objective.  More students on track for graduation  Fewer students identified as "at risk"  Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers  Instructional Coach</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> During the 2022-2023 school year, in order to close the opportunity gap and cultivate a culture of college and career readiness, all 9th grade students will become proficient in selected AVID strategies.</p> <p>Employ high-engagement Writing, Inquiry, Collaboration, Organization,, and Reading (WICOR) strategies to empower student learning. (AVID Reading for Disciplinary Literacy: A Schoolwide Approach)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' ability/skill in comprehension of materials and concepts and articulation of ideas at more complex levels/depth</p> <p><b>Staff Responsible for Monitoring:</b> AVID Team GHS Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 cultivate and enhance the student voice of GHS students, the GHS staff will intentionally, purposefully, and systematically engage and empower students, both individually and collectively, in collaborative campus discussion and decision-making, through eliciting student viewpoints on school improvement, teaching, learning, and campus culture throughout the 2022-23 school year.

**Evaluation Data Sources:** Results of campus-created surveys  
 Results of group meetings with students  
 Results of individual discussions/meetings with students

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During the 2022-23 school year, teachers will provide students with intentionally curated opportunities for voice and choice in an effort to develop their self advocacy skills on at least 3 occasions each nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Provides a mechanism for student feedback and input</p> <p><b>Staff Responsible for Monitoring:</b> GHS teaching staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a principal's leadership council consisting of a diverse, reflective group of GHS students with a goal of supporting and enhancing positive student and administrator relationships by constructing a vehicle for students to communicate their perspectives and to facilitate action towards solving school issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Vehicle for students to shares perspectives and to communicate and facilitate action towards solving school issues</p> <p><b>Staff Responsible for Monitoring:</b> GHS Principal GHS Administrative Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be co-designers in lessons/activities/units that allow for student choice and voice in facilitation of their learning experiences which are designed to master the content area TEKS.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 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:** Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Agency's College, Career, and Military Readiness Indicators, the Guyer HS CCMR rate will be at least 5% higher than the average of our comparable schools group by June 2023. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2023.

#### **HB3 Guiding Outcome**

**Evaluation Data Sources:** 2023 College, Career, and Military Readiness (CCMR)/Academic Accountability Data from Texas Education Agency

2023 GHS Student Engagement in Activities/Organizations Survey Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> *Educate students, families, and staff regarding what programs, i. e. CTE industry-approved certifications and opportunities are available in district that will engage student interest, increase learning opportunities, and ensure CCMR readiness</p> <ul style="list-style-type: none"> <li>*Promote knowledge about necessities for college/career readiness to all students and families</li> <li>*Provide at least two college/career readiness presentations during the school year to students and parents</li> <li>*Offer and promote TSI, ACT, and SAT preparation opportunities</li> <li>*Recruit and retain potential students for our PreAP/AP/dual credit courses</li> <li>*Utilize AP Potential to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams</li> <li>*Employ AP Vertical Teaming between middle school and high school in the Guyer Zone</li> <li>*Offer additional professional development for AP teachers</li> <li>*Offer parent education opportunities regarding student participation in AP program</li> <li>*Offer College 101 during course request period for potential dual credit students</li> <li>*Promote district-sponsored FAFSA Nights at each district high school</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number/percentage of students successfully engaged in CCMR coursework and being awarded CCMR credit by TEA.</p> <p><b>Staff Responsible for Monitoring:</b> GHS administration GHS Counseling</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Denton Independent School District**  
**Crownover Middle School**  
**2022-2023 Campus Improvement Plan**



**CROWNOWER**  
**MIDDLE SCHOOL**

# Mission Statement

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

## Vision

Dedicated to Students-Committed to Excellence

## School Values

### GRIT

G=Growth Mindset

R=Respect through Relationships

I=Involvement through Service

T=Time to Achieve

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crownover Middle School was established in 2002 and is named after Ronny Crownover, a local veterinarian and Texas state representative who was an advocate for public education. The school maintains a close relationship with the Crownover family including current Texas State Representative Myra Crownover, Dr. Crownover's wife, who often visits the school.

Crownover is known for its friendly environment, which includes everything from hosting hot dog socials for incoming sixth-graders, the annual bully prevention program, Rachel's Challenge, and occasional "Maroon Outs" to showcase school spirit.

Crownover's motto is "our students, our future" and it goes hand-in-hand with the school's philosophy of student, family and staff involvement in education. Crownover students can enroll in gifted and talented courses, career and technology courses, and explore careers in a variety of industries.

The school also offers band, choir, orchestra, art, cheerleading and a variety of athletics options: football, volleyball, tennis, boys and girls basketball and boys and girls track. In addition, Crownover has nationally-recognized programs like the National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together.

Located in Corinth, Crownover was the first district middle school to be built outside the city of Denton. Crownover's athletic facilities are part of the City of Corinth's Crownover Recreation Center.

**Established:** 2002

**Mascot:** Cowboys

**Colors:** Maroon and Silver Grey

### Priorities:

- RCMS will continue to seek current professional development and programs that assist staff in meeting the academic, behavioral, and social/emotional needs of our growing diverse population.
- Continue to build close community relations with local businesses and community stakeholders.

- Strengthen instructional practices to meet the varied needs of our diverse student population.
- Continue implementation of the Coalition Team to provide increased teacher voice.

<b>Student Groups</b>	<b>Count</b>	<b>Percent</b>
All	840	100%
6th	278	33.1%
7th	251	29.88%
8th	311	37.02%
African American	77	9.17%
Hispanic	246	29.29%
White	425	50.6%
Asian	54	6.43%
Other	38	4.51%
Economically Disadvantaged	281	33.45%
Section 504	137	16.31%
English Learners	108	12.86%
At-Risk	124	25.9%
Special Education	96	11.53%
Gifted and Talented	107	12.74%

## Demographics Strengths

### Strengths:

- Diverse student body make-up.
- Strong feeder elementary campuses.
- Great student exposure to cultures different than their own.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As our student body continues to increase in diversity in varying manners, we need to strengthen our professional development and conversations around this to ensure we are meeting the varied needs of our students. **Root Cause:** Shift in the make-up of the student body which needs to be addressed in greater detail coupled with the affects of COVID-19 and transitioning back to campus.



# Student Learning

## Student Learning Summary

### Priorities

- RCMS will continue to utilize and monitor Professional Learning Community (PLC) processes to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a "Meets" and "Masters" level performance as measured by state assessments.
- Continue development and implementation of Workshop model strategies and Assessment For Learning strategies utilize learning targets, effective feedback, goal-setting, and differentiation to improve individual student progress in the area of literacy.
- Implement targeted academic support for English Language Learners through intentional and individualized support to increase student progress and academic achievement as indicated per TAPR and State Report Card. **(Address system safeguards)**
- Targeted assistance will be provided during content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence in student mastery.
- Implement more targeted intervention during the class period to better meet the needs of our students and address gaps. **(Address system safeguards).**
- Utilize student half days to focus on intervention time for students that are lacking progress or have gaps in their learning. **(Address system safeguards).**

See addendums for Texas Academic Performance Report (TAPR).

### Student Learning Strengths

#### Strengths:

- Increased common assessment scores in ELAR, Math, Science, and Social Studies.
- Increased student participation and performance in Writing as evidence in student writing samples.
- ELAR success as a Teacher's College campus and progress for students with this implementation.
- RCMS continues to perform above state results as indicated by the Texas Academic Performance Report (TAPR).

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** As our student body continues to increase in diversity in varying manners, we need to re-evaluate our instructional practices to ensure that we are addressing all student needs and learning styles in the classroom so that we can close gaps and students can progress in their learning. **Root Cause:** Some staff relying on old teaching practices. Lack of exposure to different teaching practices or styles.

**Problem Statement 2:** The needs of our student body as a whole isn't being met in our math classrooms - our students aren't showing success or progress as a whole with math instruction. **Root Cause:** Some staff not adjusting instruction based on the data they receive. Some staff not evaluating their practices to ensure their students are learning rather than focusing on the teaching of the teacher.

# School Processes & Programs

## School Processes & Programs Summary

### Priorities:

- RCMS will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff.
- RCMS staff will continue to build upon prior years' improvement of a timely and consistent feedback loop involving all stakeholders.
- Continue to utilize positive reinforcement through positive office referrals submitted by staff members.
- RCMS will utilize Professional Learning Community (PLC) process to ensure lesson development addresses students' needs, as well as, focus on instructional rigor level satisfying a "Meets" and "Masters" student proficiency level as measured by state assessments.
- RCMS will continue to focus on instructional technology professional development that supports a 1:1 Chromebook D-TEK implementation, instructional use of Promethean boards, and increase student 21st-century skills.
- Continue to strengthen staff capacity to serve as a first line of defense in dealing with student differences in behavior and emotional needs.

## School Processes & Programs Strengths

### Strengths:

- Strong PTA involvement.
- RCMS has established strong community partnerships with local business partners.
- Well-developed community-based mental health support systems were established.
- Teacher representation for TCC, EIC, Team, Department leader, and Coalition team meetings.
- Parents believe that teachers hold a strong belief in high learning standards, clean school, and collaborative communication.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The change in our demographics coupled with the effects of the pandemic has proven the need for social emotional and diversity training for our staff. **Root Cause:** Lack of training centered on diversity. Lack of face-to-face instruction over the past 2 years that equipped students with tools to navigate social and emotional hurdles.

# Perceptions

## Perceptions Summary

### Priorities:

- Continue adult to student mentorship to improve student connectedness.
- Continue weekly character-building promotion through student announcements, lunch games, and interactions in the classroom.
- Continue to offer after-school clubs.
- Continue to offer positive office referrals.
- Continue to improve in the area of communication and community involvement for students, parents, and staff as seen through the campus website, weekly campus community newsletter, and RCMS Twitter and Facebook.

### Perceptions Strengths

#### Strengths:

- The majority of students feel safe as determined from the past two years of data provided from campus surveys.
- Students and parents feel that rules are reinforced and that an adult at RCMS cares when the student is absent.
- Students feel friendships and positive peer relationships are encouraged on campus.
- New students feel that RCMS is a friendly and welcoming environment.
- Students feel they are encouraged to learn skills such as empathy, decision making, problem-solving, communication, and conflict resolution.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need to continue to promote and celebrate the diversity on our campus including race and abilities. **Root Cause:** Lack of exposure to other cultures or ways of life for both staff and students.

# 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 student achievement in all grade levels, content areas, and special populations by 5%

**Evaluation Data Sources:** State Report Card (TAPR)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All core content teachers will participate in weekly CORE time (departmental PLCs) to develop common lesson plans to ensure vertical and horizontal alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Student work, common formative assessments, and common summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all CORE classes to reduce the achievement gap while focusing specifically on special education student performance in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement by reducing the number of students on MTSS Tier 2 and Tier 3 targeted lists.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, DMTSS campus team, CORE content teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> ELAR teachers will continue to utilize Workshop model strategies to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and ELAR teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Crownover Middle School will serve as a DISD secondary project school for the implementation of the Teachers College Reading and Writing program to improve student achievement the area of reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, district secondary ELAR coordinator, and campus teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implementation of Sheltered ELAR Instruction classes designed with a sheltered co-teacher model for EL learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers, ESL Campus Coordinator, and Principal.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Continue Assessment For Learning (Jan Chappuis, 7 Strategies) implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize the strategies built in AFL to strengthen their classroom instruction. Students will improve student progress as measured by Index 2 as reflected in the State Report Card.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>



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

**Evaluation Data Sources:** State Report Card (TAPR)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Strengthen implementation of the DMTSS (Denton Multi-Tiered Support System) team to monitor student academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of students listed on Tier 2 and 3 Intervention lists and increase student progress by 5 points as measured on the State Report Card.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, DMTSS Team, Interventionists, and Core teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implementation of teacher managed campus scorecard in ELAR, Math, Science and Social Studies for 6th, 7th and 8th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will update their scorecard and collaborate on ways to meet the needs of the students through analyzing the data collected.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ELAR/Math/SS/Science teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 6th, 7th, and 8th-grade students will utilize MAP testing as the universal screener to determine individual student's reading and math progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student performance data to improve STAAR performance as measured on 6-8th-grade STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Math and Reading teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implementation of IXL for Reading Intervention course to support identified students showing significant gaps in ELAR progress in addition to primary ELAR course.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student Lexile score as deemed per grade level and improved student achievement in 6-8th-grade STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Reading Interventionist, and ELAR teachers.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Ongoing before/after school and Saturday tutoring offered by individual core content teachers specifically targeting identified math students and specific sub-populations not meeting standard on Math STAAR assessments as determined by the 2021 Systems Safeguards.</p> <p>*Addresses Systems safeguards</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a year's growth as measured by state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Math teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implementation of modified intervention schedule for early release days to allow for additional intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize additional targeted class time to address specific needs of students to fill gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, and Classroom Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Opportunities for differentiated learning for the staff to meet the varied learning needs of our students to assist in filling gaps and aid in student progress.</p> <p>**Addresses system safeguard</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress in filling gaps, varied instructional strategies utilized by staff</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, specialists, counselors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 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 to the Denton ISD community

**Performance Objective 1:** Improve student and staff recognition and communication by 5% as measured by campus and district engagement surveys to create a positive culture through events, programs, and timely and effective communication with students, staff, and parents.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue school-wide recognition for the student of the month, a staff member of the month, and teacher of the month.  <b>Strategy's Expected Result/Impact:</b> Teacher and staff recognition will be lead by their campus peers in which all staff members have an opportunity to nominate and vote. Student of the month will be recommended by grade level team and submitted to the counseling team. Selected students, staff members, and teachers will be recognized in school announcements, staff and parent newsletters, and campus social media websites.  <b>Staff Responsible for Monitoring:</b> Campus administration, Counselors, and Team Leaders.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continuation of Positive Office Referral. Students will be recognized by teachers through a referral form for positive behaviors  <b>Strategy's Expected Result/Impact:</b> As more students are recognized for positive behaviors, the campus will see a decrease in negative behavior office referrals.  <b>Staff Responsible for Monitoring:</b> Administration, Counselors, and Staff.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implementation of trainings for strategies for staff to work with and become more aware our growing diverse student population.  <b>Strategy's Expected Result/Impact:</b> Staff increase in ability to navigate their classes effectively and form strong relationships with all students.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continued implementation and expansion of Campus Culture Team. <b>Strategy's Expected Result/Impact:</b> Increase and improve teacher input, campus voice, and feedback as measured by the campus-level decision-making process. <b>Staff Responsible for Monitoring:</b> Principal and Campus Culture Team.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Use of in-school announcements, school messenger, and campus website and calendar. <b>Strategy's Expected Result/Impact:</b> Continue to improve effective and timely feedback to support district-level communication. <b>Staff Responsible for Monitoring:</b> Administration and campus personnel.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continuation of The Lasso to be sent out weekly (staff communication memo). <b>Strategy's Expected Result/Impact:</b> Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Implementation of quarterly (minimum) staff outings/events to foster collegiality. <b>Strategy's Expected Result/Impact:</b> Continue to strengthen the staff relationships. <b>Staff Responsible for Monitoring:</b> Admin and counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: DENTON ISD**

**Campus Name: CROWNOVER MIDDLE**

**Campus Number: 061901041**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**CROWNOVER MIDDLE (061901041) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2021	62%	68%	<b>77%</b>	57%	66%	85%	-	89%	*	83%	31%	71%	77%	75%	63%	57%
	2019	68%	74%	<b>85%</b>	76%	78%	90%	100%	92%	-	91%	40%	91%	86%	83%	78%	72%
At Meets Grade Level or Above	2021	32%	36%	<b>43%</b>	29%	22%	57%	-	56%	*	42%	17%	14%	40%	52%	24%	15%
	2019	37%	43%	<b>52%</b>	36%	42%	58%	40%	62%	-	82%	28%	45%	56%	41%	31%	31%
At Masters Grade Level	2021	15%	16%	<b>18%</b>	5%	7%	26%	-	44%	*	17%	7%	0%	18%	20%	6%	4%
	2019	18%	20%	<b>24%</b>	18%	12%	27%	20%	38%	-	55%	12%	27%	25%	19%	11%	10%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2021	68%	70%	<b>75%</b>	71%	59%	82%	-	89%	*	92%	31%	86%	76%	68%	62%	61%
	2019	81%	83%	<b>91%</b>	85%	83%	95%	100%	100%	-	90%	60%	100%	92%	86%	78%	79%
At Meets Grade Level or Above	2021	36%	34%	<b>35%</b>	33%	19%	44%	-	67%	*	33%	10%	29%	35%	36%	17%	20%
	2019	47%	46%	<b>55%</b>	48%	43%	59%	60%	85%	-	50%	32%	27%	59%	41%	33%	41%
At Masters Grade Level	2021	15%	12%	<b>12%</b>	5%	5%	15%	-	33%	*	17%	3%	14%	11%	14%	1%	7%
	2019	21%	19%	<b>27%</b>	18%	22%	29%	0%	62%	-	30%	24%	9%	29%	23%	9%	18%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2021	69%	73%	<b>86%</b>	89%	79%	87%	*	92%	*	*	50%	88%	89%	71%	71%	70%
	2019	76%	81%	<b>87%</b>	74%	80%	91%	80%	100%	-	90%	41%	85%	87%	85%	69%	73%
At Meets Grade Level or Above	2021	45%	49%	<b>63%</b>	58%	56%	65%	*	67%	*	*	44%	75%	65%	51%	45%	30%
	2019	49%	56%	<b>61%</b>	57%	46%	67%	80%	67%	-	70%	11%	62%	63%	55%	43%	38%
At Masters Grade Level	2021	25%	27%	<b>40%</b>	26%	30%	44%	*	50%	*	*	11%	38%	41%	33%	27%	15%
	2019	29%	34%	<b>41%</b>	43%	31%	44%	20%	67%	-	60%	11%	46%	44%	32%	23%	22%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2021	55%	64%	<b>81%</b>	63%	69%	87%	*	83%	*	*	50%	75%	84%	66%	66%	67%
	2019	75%	80%	<b>86%</b>	71%	78%	92%	80%	92%	-	91%	15%	92%	88%	80%	71%	76%
At Meets Grade Level or Above	2021	27%	33%	<b>50%</b>	26%	34%	59%	*	75%	*	*	28%	38%	54%	32%	35%	15%
	2019	43%	48%	<b>61%</b>	46%	53%	66%	40%	92%	-	64%	8%	77%	61%	60%	45%	46%
At Masters Grade Level	2021	12%	13%	<b>19%</b>	11%	10%	22%	*	33%	*	*	11%	0%	21%	9%	11%	4%
	2019	17%	19%	<b>29%</b>	31%	24%	27%	20%	75%	-	45%	4%	23%	31%	23%	14%	19%
<b>Grade 7 Writing</b>																	

Texas Education Agency  
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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	69%	<b>83%</b>	79%	68%	90%	*	83%	*	*	42%	75%	86%	69%	67%	50%
	2019	70%	76%	<b>81%</b>	66%	74%	87%	80%	92%	-	70%	22%	77%	81%	80%	64%	68%
At Meets Grade Level or Above	2021	33%	38%	<b>54%</b>	37%	35%	64%	*	50%	*	*	26%	50%	59%	31%	33%	11%
	2019	42%	49%	<b>58%</b>	49%	41%	67%	80%	67%	-	40%	11%	54%	59%	51%	39%	32%
At Masters Grade Level	2021	10%	11%	<b>17%</b>	0%	15%	18%	*	33%	*	*	0%	25%	19%	9%	13%	4%
	2019	18%	21%	<b>27%</b>	23%	20%	30%	40%	42%	-	20%	7%	15%	28%	22%	12%	11%
<b>Grade 8 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	76%	<b>84%</b>	69%	81%	88%	100%	77%	-	100%	52%	*	86%	75%	76%	70%
	2019	86%	90%	<b>95%</b>	87%	93%	96%	*	92%	*	100%	82%	100%	97%	88%	85%	79%
At Meets Grade Level or Above	2021	46%	48%	<b>55%</b>	38%	49%	61%	50%	46%	-	78%	26%	*	59%	38%	31%	17%
	2019	55%	60%	<b>74%</b>	57%	68%	79%	*	69%	*	63%	33%	77%	78%	60%	54%	52%
At Masters Grade Level	2021	21%	22%	<b>24%</b>	14%	21%	25%	0%	38%	-	56%	4%	*	27%	10%	9%	10%
	2019	28%	33%	<b>41%</b>	35%	35%	45%	*	31%	*	25%	15%	31%	44%	32%	22%	15%
<b>Grade 8 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	62%	56%	<b>81%</b>	62%	79%	85%	83%	*	-	100%	50%	*	84%	71%	68%	70%
	2019	88%	89%	<b>95%</b>	95%	97%	95%	*	100%	*	75%	73%	100%	96%	93%	92%	90%
At Meets Grade Level or Above	2021	36%	30%	<b>50%</b>	43%	41%	55%	67%	*	-	78%	19%	*	53%	42%	39%	37%
	2019	57%	56%	<b>71%</b>	71%	67%	74%	*	63%	*	63%	20%	83%	71%	71%	59%	52%
At Masters Grade Level	2021	11%	9%	<b>14%</b>	0%	15%	14%	17%	*	-	44%	8%	*	15%	12%	6%	4%
	2019	17%	16%	<b>26%</b>	10%	24%	29%	*	25%	*	13%	10%	17%	29%	17%	15%	13%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2021	68%	68%	<b>84%</b>	76%	77%	87%	100%	92%	-	100%	48%	*	85%	80%	69%	60%
	2019	81%	84%	<b>93%</b>	91%	90%	94%	*	92%	*	88%	73%	92%	93%	93%	84%	76%
At Meets Grade Level or Above	2021	43%	41%	<b>54%</b>	48%	44%	60%	33%	62%	-	78%	33%	*	56%	48%	35%	30%
	2019	51%	56%	<b>64%</b>	61%	49%	69%	*	62%	*	50%	36%	54%	66%	58%	41%	27%
At Masters Grade Level	2021	24%	20%	<b>29%</b>	21%	19%	36%	17%	46%	-	33%	7%	*	35%	8%	8%	13%
	2019	25%	29%	<b>33%</b>	9%	21%	40%	*	38%	*	0%	18%	23%	37%	19%	8%	12%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2021	57%	59%	<b>73%</b>	66%	62%	80%	100%	85%	-	67%	41%	*	75%	65%	57%	43%
	2019	69%	71%	<b>86%</b>	87%	73%	90%	*	85%	*	88%	61%	100%	86%	85%	68%	52%

Texas Education Agency  
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**CROWNOVER MIDDLE (061901041) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	27%	<b>40%</b>	38%	23%	48%	17%	54%	-	67%	19%	*	44%	23%	23%	7%
	2019	37%	38%	<b>57%</b>	52%	44%	63%	*	62%	*	38%	33%	54%	59%	53%	38%	21%
At Masters Grade Level	2021	14%	12%	<b>22%</b>	10%	14%	28%	0%	23%	-	56%	15%	*	24%	13%	14%	0%
	2019	21%	23%	<b>39%</b>	30%	30%	44%	*	38%	*	13%	24%	38%	41%	30%	20%	12%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2021	73%	73%	<b>98%</b>	100%	100%	98%	-	90%	-	-	*	-	97%	100%	100%	*
	2019	85%	86%	<b>100%</b>	*	100%	100%	*	100%	-	-	*	*	100%	*	100%	*
At Meets Grade Level or Above	2021	41%	40%	<b>81%</b>	100%	92%	78%	-	70%	-	-	*	-	85%	60%	67%	*
	2019	61%	64%	<b>100%</b>	*	100%	100%	*	100%	-	-	*	*	100%	*	100%	*
At Masters Grade Level	2021	23%	21%	<b>70%</b>	100%	83%	67%	-	50%	-	-	*	-	72%	60%	67%	*
	2019	37%	42%	<b>85%</b>	*	89%	86%	*	100%	-	-	*	*	84%	*	67%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	69%	<b>81%</b>	71%	71%	86%	96%	86%	100%	90%	44%	83%	83%	72%	67%	61%
	2019	78%	81%	<b>89%</b>	80%	83%	93%	92%	94%	*	87%	54%	93%	90%	86%	77%	74%
At Meets Grade Level or Above	2021	41%	42%	<b>50%</b>	41%	36%	58%	41%	59%	60%	60%	24%	41%	53%	40%	31%	20%
	2019	50%	54%	<b>62%</b>	52%	50%	68%	73%	71%	*	58%	25%	60%	64%	54%	43%	38%
At Masters Grade Level	2021	18%	18%	<b>23%</b>	14%	16%	27%	7%	38%	30%	38%	8%	15%	25%	15%	11%	7%
	2019	24%	26%	<b>33%</b>	25%	25%	37%	32%	49%	*	31%	16%	27%	36%	24%	15%	15%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	71%	<b>82%</b>	71%	75%	86%	100%	85%	*	92%	43%	82%	84%	74%	70%	64%
	2019	75%	78%	<b>89%</b>	78%	83%	93%	92%	95%	*	93%	56%	92%	90%	85%	77%	74%
At Meets Grade Level or Above	2021	45%	46%	<b>53%</b>	41%	40%	61%	57%	56%	*	60%	27%	53%	54%	47%	33%	19%
	2019	48%	52%	<b>62%</b>	49%	51%	68%	69%	66%	*	72%	25%	62%	66%	52%	43%	39%
At Masters Grade Level	2021	18%	19%	<b>27%</b>	14%	18%	32%	0%	44%	*	40%	7%	24%	28%	20%	13%	9%
	2019	21%	24%	<b>35%</b>	32%	26%	39%	23%	45%	*	48%	13%	35%	38%	27%	19%	16%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	67%	<b>80%</b>	70%	70%	86%	86%	85%	*	96%	44%	82%	83%	70%	66%	66%
	2019	82%	85%	<b>91%</b>	82%	86%	95%	92%	97%	*	86%	53%	97%	92%	87%	81%	82%
At Meets Grade Level or Above	2021	37%	37%	<b>48%</b>	42%	33%	55%	57%	68%	*	48%	20%	29%	51%	38%	31%	25%
	2019	52%	55%	<b>64%</b>	54%	55%	69%	62%	84%	*	59%	24%	65%	66%	57%	47%	47%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**CROWNOVER MIDDLE (061901041) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	16%	<b>20%</b>	16%	13%	23%	14%	35%	*	28%	9%	6%	21%	15%	7%	7%
	2019	26%	29%	<b>31%</b>	22%	26%	33%	23%	63%	*	31%	16%	19%	34%	22%	14%	18%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	61%	<b>83%</b>	79%	68%	90%	*	83%	*	*	42%	75%	86%	69%	67%	50%
	2019	68%	74%	<b>81%</b>	66%	74%	87%	80%	92%	-	70%	22%	77%	81%	80%	64%	68%
At Meets Grade Level or Above	2021	30%	32%	<b>54%</b>	37%	35%	64%	*	50%	*	*	26%	50%	59%	31%	33%	11%
	2019	38%	44%	<b>58%</b>	49%	41%	67%	80%	67%	-	40%	11%	54%	59%	51%	39%	32%
At Masters Grade Level	2021	9%	9%	<b>17%</b>	0%	15%	18%	*	33%	*	*	0%	25%	19%	9%	13%	4%
	2019	14%	17%	<b>27%</b>	23%	20%	30%	40%	42%	-	20%	7%	15%	28%	22%	12%	11%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	71%	<b>84%</b>	76%	77%	87%	100%	92%	-	100%	48%	*	85%	80%	69%	60%
	2019	81%	84%	<b>93%</b>	91%	90%	94%	*	92%	*	88%	73%	92%	93%	93%	84%	76%
At Meets Grade Level or Above	2021	44%	43%	<b>54%</b>	48%	44%	60%	33%	62%	-	78%	33%	*	56%	48%	35%	30%
	2019	54%	58%	<b>64%</b>	61%	49%	69%	*	62%	*	50%	36%	54%	66%	58%	41%	27%
At Masters Grade Level	2021	20%	17%	<b>29%</b>	21%	19%	36%	17%	46%	-	33%	7%	*	35%	8%	8%	13%
	2019	25%	27%	<b>33%</b>	9%	21%	40%	*	38%	*	0%	18%	23%	37%	19%	8%	12%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>73%</b>	66%	62%	80%	100%	85%	-	67%	41%	*	75%	65%	57%	43%
	2019	81%	82%	<b>86%</b>	87%	73%	90%	*	85%	*	88%	61%	100%	86%	85%	68%	52%
At Meets Grade Level or Above	2021	49%	49%	<b>40%</b>	38%	23%	48%	17%	54%	-	67%	19%	*	44%	23%	23%	7%
	2019	55%	56%	<b>57%</b>	52%	44%	63%	*	62%	*	38%	33%	54%	59%	53%	38%	21%
At Masters Grade Level	2021	29%	28%	<b>22%</b>	10%	14%	28%	0%	23%	-	56%	15%	*	24%	13%	14%	0%
	2019	33%	34%	<b>39%</b>	30%	30%	44%	*	38%	*	13%	24%	38%	41%	30%	20%	12%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 6 ELA/Reading	2019	42	45	<b>50</b>	38	41	52	80	73	-	73	43	50	52	45	43	41
	2018	47	50	<b>60</b>	63	59	60	*	71	-	50	56	73	63	47	55	63
Grade 6 Mathematics	2019	54	47	<b>53</b>	48	41	60	40	81	-	30	52	59	57	43	34	37
	2018	56	48	<b>56</b>	57	53	57	*	100	-	50	56	71	55	61	50	53
Grade 7 ELA/Reading	2019	77	79	<b>79</b>	71	79	78	100	91	-	85	60	88	79	76	70	77
	2018	76	79	<b>80</b>	84	86	79	*	82	*	78	80	83	81	78	78	88
Grade 7 Mathematics	2019	62	66	<b>73</b>	66	72	74	100	86	-	73	31	77	73	75	64	59
	2018	67	70	<b>68</b>	50	63	71	*	78	*	70	71	90	70	61	57	70
Grade 8 ELA/Reading	2019	77	76	<b>75</b>	73	77	75	*	73	*	63	81	69	76	70	71	73
	2018	79	80	<b>82</b>	89	81	80	*	82	*	*	61	80	82	79	91	80
Grade 8 Mathematics	2019	82	82	<b>86</b>	93	88	87	*	71	*	69	84	88	86	87	89	90
	2018	81	81	<b>71</b>	83	73	68	*	69	-	*	60	*	71	71	74	80
End of Course Algebra I	2019	75	77	<b>91</b>	*	89	92	*	100	-	-	*	*	90	*	67	*
	2018	72	73	<b>86</b>	86	85	86	-	88	*	-	-	*	92	62	73	80
All Grades Both Subjects	2019	69	70	<b>70</b>	62	66	72	79	81	*	66	62	73	71	65	61	62
	2018	69	70	<b>70</b>	72	68	70	47	81	*	65	66	76	71	65	67	72
All Grades ELA/Reading	2019	68	69	<b>68</b>	60	65	69	81	78	*	74	64	70	69	62	61	63
	2018	69	70	<b>74</b>	79	74	73	57	80	*	67	68	78	75	67	74	77
All Grades Mathematics	2019	70	72	<b>71</b>	65	66	74	77	83	*	57	60	76	72	67	62	61
	2018	70	70	<b>66</b>	66	63	67	38	83	*	64	64	75	67	63	60	67

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

- Indicates there are no students in the group.



Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	69%	<b>81%</b>	-	-	-	-	-	-	56%	-	56%	-	44%	83%	56%	90%
	2019	78%	81%	<b>89%</b>	-	-	-	-	-	-	65%	-	65%	-	67%		65%	
At Meets Grade Level or Above	2021	41%	42%	<b>50%</b>	-	-	-	-	-	-	15%	-	15%	-	11%	54%	15%	50%
	2019	50%	54%	<b>62%</b>	-	-	-	-	-	-	24%	-	24%	-	67%		25%	
At Masters Grade Level	2021	18%	18%	<b>23%</b>	-	-	-	-	-	-	5%	-	5%	-	11%	25%	5%	24%
	2019	24%	26%	<b>33%</b>	-	-	-	-	-	-	6%	-	6%	-	50%		7%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	71%	<b>82%</b>	-	-	-	-	-	-	59%	-	59%	-	*	85%	59%	94%
	2019	75%	78%	<b>89%</b>	-	-	-	-	-	-	65%	-	65%	-	*		65%	
At Meets Grade Level or Above	2021	45%	46%	<b>53%</b>	-	-	-	-	-	-	14%	-	14%	-	*	58%	15%	50%
	2019	48%	52%	<b>62%</b>	-	-	-	-	-	-	23%	-	23%	-	*		23%	
At Masters Grade Level	2021	18%	19%	<b>27%</b>	-	-	-	-	-	-	4%	-	4%	-	*	29%	5%	38%
	2019	21%	24%	<b>35%</b>	-	-	-	-	-	-	5%	-	5%	-	*		6%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	67%	<b>80%</b>	-	-	-	-	-	-	62%	-	62%	-	*	82%	61%	94%
	2019	82%	85%	<b>91%</b>	-	-	-	-	-	-	77%	-	77%	-	*		77%	
At Meets Grade Level or Above	2021	37%	37%	<b>48%</b>	-	-	-	-	-	-	21%	-	21%	-	*	52%	20%	50%
	2019	52%	55%	<b>64%</b>	-	-	-	-	-	-	36%	-	36%	-	*		36%	
At Masters Grade Level	2021	18%	16%	<b>20%</b>	-	-	-	-	-	-	6%	-	6%	-	*	22%	6%	13%
	2019	26%	29%	<b>31%</b>	-	-	-	-	-	-	9%	-	9%	-	*		9%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	61%	<b>83%</b>	-	-	-	-	-	-	39%	-	39%	-	*	87%	42%	*
	2019	68%	74%	<b>81%</b>	-	-	-	-	-	-	59%	-	59%	-	-		59%	
At Meets Grade Level or Above	2021	30%	32%	<b>54%</b>	-	-	-	-	-	-	4%	-	4%	-	*	59%	4%	*
	2019	38%	44%	<b>58%</b>	-	-	-	-	-	-	19%	-	19%	-	-		19%	
At Masters Grade Level	2021	9%	9%	<b>17%</b>	-	-	-	-	-	-	0%	-	0%	-	*	19%	0%	*
	2019	14%	17%	<b>27%</b>	-	-	-	-	-	-	7%	-	7%	-	-		7%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	71%	<b>84%</b>	-	-	-	-	-	-	52%	-	52%	-	*	86%	50%	100%
	2019	81%	84%	<b>93%</b>	-	-	-	-	-	-	58%	-	58%	-	*		60%	
At Meets Grade Level or Above	2021	44%	43%	<b>54%</b>	-	-	-	-	-	-	22%	-	22%	-	*	57%	21%	71%
	2019	54%	58%	<b>64%</b>	-	-	-	-	-	-	11%	-	11%	-	*		15%	
At Masters Grade Level	2021	20%	17%	<b>29%</b>	-	-	-	-	-	-	13%	-	13%	-	*	31%	13%	29%
	2019	25%	27%	<b>33%</b>	-	-	-	-	-	-	0%	-	0%	-	*		5%	
<b>All Grades Social Studies</b>																		

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	<b>73%</b>	-	-	-	-	-	-	43%	-	43%	-	*	77%	42%	57%
	2019	81%	82%	<b>86%</b>	-	-	-	-	-	-	26%	-	26%	-	*		30%	
At Meets Grade Level or Above	2021	49%	49%	<b>40%</b>	-	-	-	-	-	-	4%	-	4%	-	*	44%	4%	29%
	2019	55%	56%	<b>57%</b>	-	-	-	-	-	-	5%	-	5%	-	*		10%	
At Masters Grade Level	2021	29%	28%	<b>22%</b>	-	-	-	-	-	-	0%	-	0%	-	*	24%	0%	14%
	2019	33%	34%	<b>39%</b>	-	-	-	-	-	-	0%	-	0%	-	*		5%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	94%	<b>97%</b>	99%	97%	97%	100%	96%	100%	92%	92%	100%	97%	96%	97%	99%
Included in Accountability	83%	89%	<b>95%</b>	99%	94%	95%	100%	94%	100%	84%	89%	100%	96%	89%	92%	96%
Not Included in Accountability: Mobile	3%	4%	<b>2%</b>	0%	3%	2%	0%	2%	0%	8%	3%	0%	1%	7%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	12%	6%	<b>3%</b>	1%	3%	3%	0%	4%	0%	8%	8%	0%	3%	4%	3%	1%
Absent	2%	1%	<b>0%</b>	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	10%	5%	<b>3%</b>	0%	3%	3%	0%	4%	0%	8%	8%	0%	3%	3%	3%	1%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	93%	96%	98%	100%	91%	*	100%	95%	97%	99%	92%	94%	91%
Not Included in Accountability: Mobile	4%	4%	<b>2%</b>	7%	4%	1%	0%	6%	*	0%	5%	3%	1%	6%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	2%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	99.0%	<b>99.4%</b>	99.6%	99.4%	99.3%	99.7%	99.7%	*	99.6%	99.1%	99.0%	99.4%
2018-19	95.4%	96.2%	<b>96.9%</b>	97.3%	97.1%	96.7%	98.0%	97.7%	*	96.6%	96.9%	96.5%	97.6%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	3.5%	<b>1.6%</b>	0.0%	1.2%	2.3%	0.0%	0.0%	*	0.0%	3.5%	2.9%	0.0%
2018-19	11.4%	6.9%	<b>2.7%</b>	1.0%	1.6%	3.6%	0.0%	2.3%	*	3.4%	2.9%	4.4%	1.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2017</b>													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	-	-	2,096	360,220
<b>By Ethnicity:</b>				
African American	-	-	378	44,729
Hispanic	-	-	631	184,060
White	-	-	950	105,215
American Indian	-	-	11	1,226
Asian	-	-	91	17,126
Pacific Islander	-	-	4	557
Two or More Races	-	-	31	7,307
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	952
Foundation H.S. Program (No Endorsement)	-	-	212	49,535
Foundation H.S. Program (Endorsement)	-	-	50	15,689
Foundation H.S. Program (DLA)	-	-	1,831	292,532
Special Education Graduates	-	-	178	29,018
Economically Disadvantaged Graduates	-	-	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	152	29,639
At-Risk Graduates	-	-	484	148,836

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
2020-21 CCMR-Related Indicators (TAPR)  
CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	871	100.0%	30,189	5,359,040	874	100.0%	30,267	5,371,586
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.2%	3.7%	0	0.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	2.4%	3.2%				
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	293	33.6%	7.5%	7.7%	293	33.5%	7.5%	7.7%
Grade 7	265	30.4%	7.7%	7.9%	267	30.5%	7.7%	7.8%
Grade 8	313	35.9%	8.0%	7.9%	314	35.9%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
<b>Ethnic Distribution:</b>								
African American	72	8.3%	18.5%	12.7%	72	8.2%	18.5%	12.7%
Hispanic	260	29.9%	33.7%	52.9%	260	29.7%	33.7%	52.9%
White	462	53.0%	41.2%	26.5%	465	53.2%	41.2%	26.5%
American Indian	7	0.8%	0.5%	0.3%	7	0.8%	0.5%	0.3%
Asian	35	4.0%	3.3%	4.7%	35	4.0%	3.3%	4.7%
Pacific Islander	4	0.5%	0.2%	0.2%	4	0.5%	0.2%	0.2%
Two or More Races	31	3.6%	2.7%	2.7%	31	3.5%	2.7%	2.7%
<b>Sex:</b>								
Female	431	49.5%	48.9%	48.9%	434	49.7%	48.9%	48.9%
Male	440	50.5%	51.1%	51.1%	440	50.3%	51.1%	51.1%
Economically Disadvantaged	240	27.6%	47.8%	60.3%	240	27.5%	47.8%	60.2%
Non-Educationally Disadvantaged	631	72.4%	52.2%	39.7%	634	72.5%	52.2%	39.8%
Section 504 Students	157	18.0%	10.8%	7.2%	157	18.0%	10.8%	7.2%
EB Students/EL	93	10.7%	16.0%	20.7%	93	10.6%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	3	0.3%	1.1%	1.2%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	84	9.6%	6.4%	4.5%	84	9.6%	6.4%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	4	0.5%	1.6%	1.1%	4	0.5%	1.6%	1.1%
Immigrant	4	0.5%	1.4%	2.0%	4	0.5%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	4	0.5%	30.4%	64.5%	4	0.5%	30.5%	64.5%
Military Connected	7	0.8%	0.9%	2.7%	7	0.8%	0.9%	2.7%
At-Risk	124	14.2%	30.2%	49.2%	124	14.2%	30.1%	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	91	10.4%	17.0%	21.0%	91	10.4%	16.9%	20.9%
Gifted and Talented Education	124	14.2%	10.3%	8.3%	124	14.2%	10.2%	8.3%
Special Education	84	9.6%	12.4%	11.1%	87	10.0%	12.5%	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	39.3%	34.8%	42.5%				
Students with Physical Disabilities	*	*	24.6%	21.3%				
Students with Autism	**	**	11.3%	14.1%				
Students with Behavioral Disabilities	34	40.5%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	71	7.5%	13.5%	13.8%				
By Ethnicity:								
African American	12	1.3%	4.1%	2.8%				
Hispanic	17	1.8%	4.1%	7.1%				
White	38	4.0%	4.5%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	4	0.4%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	11	12.8%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	9.8%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	33	12.9%	18.2%	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	58	9.7%	17.5%	16.6%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.2%	1.4%	-	5.3%	4.8%
Grade 1	-	0.8%	1.9%	-	0.7%	3.2%
Grade 2	-	0.1%	1.0%	-	1.1%	1.4%
Grade 3	-	0.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	0.0%	0.4%
Grade 5	-	0.2%	0.2%	-	0.3%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.7%	0.4%
Grade 9	-	0.9%	4.7%	-	0.7%	7.8%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	16.1	17.7
Grade 1	-	16.2	18.0
Grade 2	-	17.4	18.0
Grade 3	-	16.8	18.2
Grade 4	-	17.5	18.3
Grade 5	-	17.6	19.8
Grade 6	23.2	20.0	19.4
<b>Secondary:</b>			
English/Language Arts	16.9	18.7	15.7
Foreign Languages	22.0	19.0	17.8
Mathematics	20.1	20.6	16.9
Science	19.6	20.9	17.9
Social Studies	19.6	21.6	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	87.0	100.0%	100.0%	100.0%
Professional Staff:	80.0	92.0%	73.5%	64.3%
Teachers	64.4	74.0%	57.6%	49.6%
Professional Support	11.6	13.3%	12.3%	10.6%
Campus Administration (School Leadership)	4.0	4.6%	2.9%	3.0%
Educational Aides:	7.0	8.0%	10.9%	10.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	32.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	4.0	n/a	89.0	13,211.0
Part-time Counselors	1.0	n/a	6.0	1,126.0
Total Minority Staff:	14.9	17.1%	30.3%	51.5%
<b>Teachers by Ethnicity:</b>				
African American	5.0	7.8%	8.3%	11.1%
Hispanic	4.1	6.4%	14.4%	28.4%
White	53.3	82.8%	74.0%	56.9%
American Indian	1.0	1.6%	0.5%	0.3%
Asian	0.0	0.0%	1.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	1.6%	1.6%	1.2%
<b>Teachers by Sex:</b>				
Males	21.1	32.8%	25.2%	23.8%
Females	43.3	67.2%	74.8%	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.2%	1.2%
Bachelors	47.5	73.8%	68.2%	73.0%
Masters	15.9	24.7%	29.9%	25.0%
Doctorate	1.0	1.6%	0.8%	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	7.0	10.8%	9.0%	6.7%
1-5 Years Experience	12.8	19.8%	30.4%	27.8%
6-10 Years Experience	13.8	21.4%	19.4%	20.3%
11-20 Years Experience	21.8	33.9%	30.2%	29.1%
21-30 Years Experience	8.1	12.6%	9.5%	13.0%
Over 30 Years Experience	1.0	1.6%	1.6%	3.1%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.5	n/a	12.7	14.5

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	8.0	8.1	6.4
Average Years Experience of Principals with District	5.0	7.3	5.5
Average Years Experience of Assistant Principals	3.3	6.0	5.5
Average Years Experience of Assistant Principals with District	3.3	5.3	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	10.8	9.8	11.2
Average Years Experience of Teachers with District:	6.8	5.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$55,714	\$55,806	\$50,849
1-5 Years Experience	\$56,703	\$57,159	\$53,288
6-10 Years Experience	\$59,676	\$59,581	\$56,282
11-20 Years Experience	\$61,960	\$62,201	\$59,900
21-30 Years Experience	\$63,554	\$65,442	\$64,637
Over 30 Years Experience	\$69,440	\$74,857	\$69,974
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$60,072	\$60,097	\$57,641
Professional Support	\$68,080	\$69,580	\$68,030
Campus Administration (School Leadership)	\$84,609	\$87,688	\$83,424
<b>Instructional Staff Percent:</b>			
	n/a	71.5%	64.6%
<b>Contracted Instructional Staff (not incl. above):</b>			
	0.0	0.0	5,731.4

	---- Campus ----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	2.0	3.1%	2.4%	6.2%
Career and Technical Education	4.3	6.7%	5.0%	5.1%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted and Talented Education	0.0	0.0%	1.0%	1.8%
Regular Education	44.5	69.1%	77.2%	71.0%
Special Education	2.7	4.3%	6.4%	9.4%
Other	10.9	16.9%	6.6%	3.6%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**CROWNOVER MIDDLE (061901041) - DENTON ISD - DENTON COUNTY**

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)



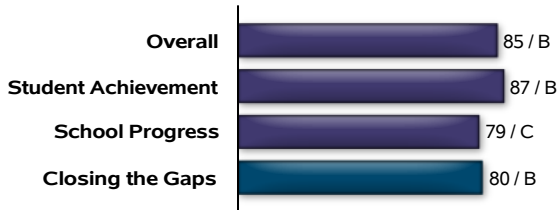
**Texas Education Agency**  
**2021-22 Preliminary School Report Card**  
**CROWNOVER MIDDLE (061901041)**

**Accountability Rating**

**B**

CROWNOVER MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for CROWNOVER MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



**School Information**

**District Name:** DENTON ISD  
**Campus Type:** Middle School  
**Total Students:** 811  
**Grade Span:** 06 - 08

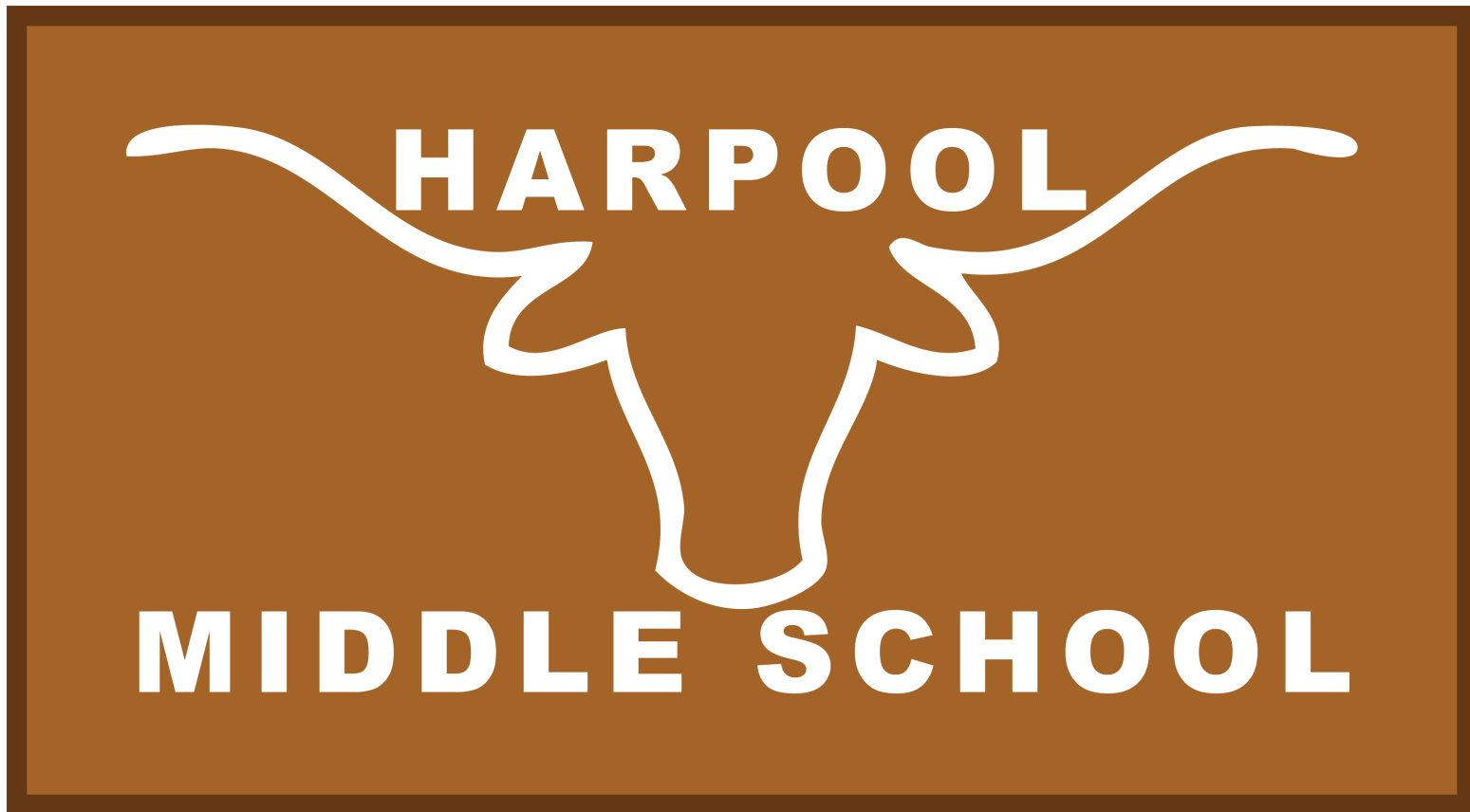
For more information about this campus, see: <https://TXSchools.gov>

**Distinction Designations**

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading
- X Science
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Mathematics
- X Social Studies
- X Comparative Closing the Gaps

**Denton Independent School District**  
**Harpool Middle School**  
**2022-2023 Campus Improvement Plan**



# Values

We VALUE and NURTURE students within our school.

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

We CELEBRATE and SUPPORT student and faculty success.

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

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

We PROVIDE an inviting, supportive, and safe environment.

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

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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 (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments) * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * District Canvas science-specific course where grade level science teachers can share information and find resources. * District Teams messaging/meetings to also accomplish same goal (share grade level content). District ELAR Canvas Tier Level trainings and adding the accessibility features for Canvas * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Canvas (rewriting our science curriculum and moving it to a digital format) * Use of science Gizmos, STEMscopes, digital science journals * Teacher-Student email communication through Outlook and Canvas Inbox Elar Canvas Usage, Teams Calls, student-teacher communication via emails and canvas emails, canvas accessibility features, digital/ebook option	22
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	24
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# Comprehensive Needs Assessment

Revised/Approved: September 1, 2022

## Demographics

### Demographics Summary

We are a predominately caucasian, affluient campus. Most of our students are highly motivated, either intrinsically or by their parents. The parents and community have high expectations of their students and the school. There has historically been very low turnover at Harpool among staff. There is not a high percentage of discipline issues reported for Harpool. We will continue to build close community relations with local businesses and community stakeholders. We will continue campus-level new teacher mentor support program.

Established: 2008

Revised Vision Statement:

Harpool MS will be a safe, respectful, and united community that supports one another in the pursuit of excellence.

Revised Mission Statement:

Lead with integrity.

Act with compassion.

Strive for excellence.

Together.

Mascot: Longhorns

Colors: Burnt Orange

The overall campus demographics are:

Texas Education Agency



2020-21 Student Information

HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	875	100.0%	30,189	5,359,040	875	100.0%	30,267	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.2%	3.7%	0	0.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	2.4%	3.2%				
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	275	31.4%	7.5%	7.7%	275	31.4%	7.5%	7.7%
Grade 7	311	35.5%	7.7%	7.9%	311	35.5%	7.7%	7.8%
Grade 8	289	33.0%	8.0%	7.9%	289	33.0%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	51	5.8%	18.5%	12.7%	51	5.8%	18.5%	12.7%
Hispanic	173	19.8%	33.7%	52.9%	173	19.8%	33.7%	52.9%
White	588	67.2%	41.2%	26.5%	588	67.2%	41.2%	26.5%

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
American Indian	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.3%
Asian	40	4.6%	3.3%	4.7%	40	4.6%	3.3%	4.7%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	22	2.5%	2.7%	2.7%	22	2.5%	2.7%	2.7%
Sex:								
Female	433	49.5%	48.9%	48.9%	433	49.5%	48.9%	48.9%
Male	442	50.5%	51.1%	51.1%	442	50.5%	51.1%	51.1%
Economically Disadvantaged	131	15.0%	47.8%	60.3%	131	15.0%	47.8%	60.2%
Non-Educationally Disadvantaged	744	85.0%	52.2%	39.7%	744	85.0%	52.2%	39.8%
Section 504 Students	132	15.1%	10.8%	7.2%	132	15.1%	10.8%	7.2%
EB Students/EL	49	5.6%	16.0%	20.7%	49	5.6%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	6	0.6%	1.1%	1.2%				
Students w/ Dyslexia	92	10.5%	6.4%	4.5%	92	10.5%	6.4%	4.5%
Foster Care	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%
Homeless	1	0.1%	1.6%	1.1%	1	0.1%	1.6%	1.1%
Immigrant	8	0.9%	1.4%	2.0%	8	0.9%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	30.4%	64.5%	0	0.0%	30.5%	64.5%
Military Connected	12	1.4%	0.9%	2.7%	12	1.4%	0.9%	2.7%
At-Risk	228	26.1%	30.2%	49.2%	228	26.1%	30.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	49	5.6%	17.0%	21.0%	49	5.6%	16.9%	20.9%
Gifted and Talented Education	175	20.0%	10.3%	8.3%	175	20.0%	10.2%	8.3%
Special Education	106	12.1%	12.4%	11.1%	106	12.1%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	106							
By Type of Primary Disability								
Students with Intellectual Disabilities	40	37.7%	34.8%	42.5%				
Students with Physical Disabilities	8	7.5%	24.6%	21.3%				
Students with Autism	15	14.2%	11.3%	14.1%				

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students with Behavioral Disabilities	43	40.6%	28.0%	20.6%				
Students with Non-Categorical Early Childhood Mobility (2019-20):	0	0.0%	1.3%	1.5%				
Total Mobile Students	68	7.1%	13.5%	13.8%				
By Ethnicity:								
African American	8	0.8%	4.1%	2.8%				
Hispanic	14	1.5%	4.1%	7.1%				
White	41	4.3%	4.5%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.3%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	13	12.9%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	10	16.1%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	15	10.5%	18.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	66	10.7%	17.5%	16.6%				

### Demographics Strengths

- Highly supportive parents and community.
- High performing, highly motivated students.
- Strong feeder elementary schools.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students are consistently disrespectful to other students with differences. **Root Cause:** Low Diversity Lack of Empathy Lack of Compassion

**Problem Statement 2:** We have highly gifted students that are not consistently being challenged in all classes. **Root Cause:** Tier 1 instructional practices that do not challenge ALL students



# Student Learning

## Student Learning Summary

Data Points:

STAAR

MAP

Common Assessments

IXL for Math and English

Report Cards/ IPRs

## Student Learning Strengths

Students have a strong academic background from elementary campuses and home.

**Texas Education Agency**



2022 STAAR Performance

HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

# Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	847	846	299	299	2,291	
Approaches GL or Above	799	775	284	265	2,123	93%
Meets GL or Above	642	609	211	177	1,639	72%
Masters GL	472	326	119	110	1,027	45%
Total Percentage Points						210%
Component Score						70

## 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)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	93%	83%	89%	94%	93%	99%	*	-	82%	80%	86%	62%	97%	93%	91%
At Meets GL Standard or Above	72%	45%	62%	75%	79%	87%	*	-	51%	43%	55%	30%	79%	74%	65%
At Masters GL Standard	45%	20%	36%	48%	43%	71%	*	-	27%	17%	28%	11%	45%	46%	40%
Number of Tests															
At Approaches GL Standard or Above	2,123	114	424	1,445	**	125	*	-	270	111	169	158	115	1,646	477
At Meets GL Standard or Above	1,639	62	297	1,157	**	110	*	-	166	59	108	76	93	1,301	338
At Masters GL Standard	1,027	27	169	735	**	89	*	-	87	24	55	29	53	820	207
Total Tests	2,291	138	476	1,535	**	126	*	-	328	138	196	255	118	1,767	524
Participation															
% participation 2020-21	95%	93%	96%	95%	*	92%	*	91%	93%	98%	97%	92%	98%	94%	96%
% participation 2021-22	100%	100%	99%	100%	100%	100%	*	-	99%	100%	100%	100%	100%	100%	100%
ELA/Reading															

	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)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
At Approaches GL Standard or Above	94%	87%	93%	95%	100%	100%	*	-	86%	85%	90%	67%	98%	95%	94%
At Meets GL Standard or Above	76%	47%	68%	79%	83%	88%	*	-	56%	48%	60%	38%	82%	77%	73%
At Masters GL Standard	56%	28%	48%	59%	17%	75%	*	-	38%	27%	43%	19%	59%	57%	52%
Number of Tests															
At Approaches GL Standard or Above	799	46	154	541	**	51	*	-	101	41	61	67	48	610	189
At Meets GL Standard or Above	642	25	113	453	**	45	*	-	65	23	41	38	40	495	147
At Masters GL Standard	472	15	79	338	**	38	*	-	44	13	29	19	29	367	105
Total Tests	847	53	165	571	**	51	*	-	117	48	68	100	49	645	202
Participation															
% participation 2020-21	95%	93%	97%	95%	*	95%	*	91%	94%	100%	99%	93%	100%	95%	95%
% participation 2021-22	100%	100%	99%	100%	100%	100%	*	-	99%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	92%	83%	88%	93%	83%	98%	*	-	79%	85%	90%	56%	96%	92%	91%
At Meets GL Standard or Above	72%	45%	65%	75%	67%	84%	*	-	54%	54%	63%	28%	76%	75%	63%
At Masters GL Standard	39%	11%	30%	41%	50%	63%	*	-	20%	17%	24%	6%	29%	41%	32%
Number of Tests															
At Approaches GL Standard or Above	775	44	145	530	**	50	*	-	93	41	61	55	47	591	184
At Meets GL Standard or Above	609	24	107	430	**	43	*	-	63	26	43	28	37	482	127
At Masters GL Standard	326	6	49	236	**	32	*	-	23	8	16	6	14	261	65
Total Tests	846	53	165	570	**	51	*	-	117	48	68	99	49	644	202
Participation															
% participation 2020-21	95%	93%	97%	96%	*	90%	*	91%	95%	96%	96%	92%	100%	95%	96%

	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)	Continuously Enrolled	Non-Continuously Enrolled
% participation 2021-22 Science	100%	100%	99%	100%	100%	100%	*	-	99%	100%	100%	100%	100%	100%	100%
Percent of Tests															
At Approaches GL Standard or Above	95%	75%	92%	97%	*	100%	-	-	87%	81%	87%	64%	100%	96%	92%
At Meets GL Standard or Above	71%	38%	60%	76%	*	92%	-	-	47%	33%	50%	18%	70%	73%	60%
At Masters GL Standard	40%	19%	26%	44%	*	83%	-	-	19%	10%	17%	11%	50%	42%	32%
Number of Tests															
At Approaches GL Standard or Above	284	12	67	192	*	**	-	-	41	17	26	18	10	229	55
At Meets GL Standard or Above	211	6	44	149	*	**	-	-	22	7	15	5	7	175	36
At Masters GL Standard	119	3	19	86	*	**	-	-	9	2	5	3	5	100	19
Total Tests	299	16	73	197	*	**	-	-	47	21	30	28	10	239	60
Participation															
% participation 2020-21	94%	91%	95%	94%	*	92%	*	88%	94%	100%	100%	90%	90%	93%	96%
% participation 2021-22	100%	100%	99%	100%	*	100%	-	-	98%	100%	100%	100%	100%	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	89%	75%	79%	92%	*	100%	-	-	74%	57%	70%	64%	100%	90%	82%
At Meets GL Standard or Above	59%	44%	45%	63%	*	92%	-	-	34%	14%	30%	18%	90%	62%	47%
At Masters GL Standard	37%	19%	30%	38%	*	75%	-	-	23%	5%	17%	4%	50%	38%	30%
Number of Tests															
At Approaches GL Standard or Above	265	12	58	182	*	**	-	-	35	12	21	18	10	216	49
At Meets GL Standard or Above	177	7	33	125	*	**	-	-	16	3	9	5	9	149	28
At Masters GL Standard	110	3	22	75	*	**	-	-	11	1	5	1	5	92	18
Total Tests	299	16	73	197	*	**	-	-	47	21	30	28	10	239	60

	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)	Continuously Enrolled	Non-Continuously Enrolled
Participation															
% participation 2020-21	93%	91%	95%	92%	*	92%	*	88%	94%	100%	100%	90%	90%	92%	96%
% participation 2021-22	100%	100%	99%	100%	*	100%	-	-	98%	100%	100%	100%	100%	100%	100%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students are consistently disrespectful to other students with differences. **Root Cause:** Low Diversity Lack of Empathy Lack of Compassion

**Problem Statement 2:** We have highly gifted students that are not consistently being challenged in all classes. **Root Cause:** Tier 1 instructional practices that do not challenge ALL students

**Problem Statement 3:** Many teachers do not understand the PLC process. **Root Cause:** Need strong instructional leadership and teacher leaders that can guide and grow other teachers.

# School Processes & Programs

## School Processes & Programs Summary

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.

## School Processes & Programs Strengths

### Curriculum, Instruction and Assessment

Creation of a Master Schedule that allows all grade level content teachers to have the same period off to collaborate and have PLCs during the school day

Common assessment data is analyzed during PLC's to guide instruction and assessment

Curriculum writing committees meet every grading period to evaluate data and update curriculum

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 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

Effective use of technology within classrooms

Implementation of Reading and Writing Workshop in our ELAR classrooms

Utilizing Learning Targets with fidelity in all contents

Continued professional learning on PLC practices and AFL strategies

### **Technology**

70% of teachers believe technology enhances learning and their daily life

98% of teachers report high quality internet speed

100% of students report that they use Chromebooks in their classroom at least weekly

95% of teachers feel confident in their foundational technology skills

All staff trained in Canvas to allow student access to material

An increased use of intervention programs (IXL, NWEA learning plans, etc.,)

An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.)

An increased use of technology to facilitate 504, SpEd and HB4545 tracking accommodations

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

Strong support from campus technology staff

Harpool is a 1:1 Chromebook campus

### **School Context and Organization**

Harpool has teachers that are instructional leaders, and others that have potential to be instructional leaders

Effective communication between staff and parents through TAC emails and grade level newsletter

Organized duty stations

Supervision inside and outside the campus is actively monitored by staff/SRO

### **Staff Quality, Recruitment and Retention**

Professional learning opportunities

Student teacher recruitment

Staff recruitment through networking

Above district and state average in teacher experience

Above district and state averages in teachers with 20+ years of experience

New teacher mentor supports

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Many teachers do not understand the PLC process. **Root Cause:** Need strong instructional leadership and teacher leaders that can guide and grow other teachers.

**Problem Statement 2:** We have highly gifted students that are not consistently being challenged in all classes. **Root Cause:** Tier 1 instructional practices that do not challenge ALL students

**Problem Statement 3:** Students are consistently disrespectful to other students with differences. **Root Cause:** Low Diversity Lack of Empathy Lack of Compassion



## **Perceptions**

### **Perceptions Summary**

#### **Family and Community Involvement**

Strong PTA

Great partnerships with local businesses

Large volunteer base of eager parents

#### **School Culture and Climate**

### **Perceptions Strengths**

#### **Family and Community Involvement**

Weekly communication from Harpool with parents and guardians (Harpool Herald)

Grade level newsletter embedded in Herald

Social Media communication- Facebook/ Twitter

Positive and negative communication home from teachers/ staff

Parents are responsive to needs of teachers and staff

Some opportunity for parents to be involved sporting events, Fine Arts events, Longhorn Day, Student/Teacher appreciation days, UiL academic events and more.

## School Culture and Climate

Strong relationships built by staff with students

Self-driven staff

Staff is happy to be at work

Staff is helpful

Teachers are involved in clubs, UiL academics, spring events, Fine Arts events

Staff feels that administration is creating a positive culture

Employee Survey reveals:

Principal trust staff to make good decisions

Principal encourages collaboration

Principal implements policies fairly

Staff trust the principal to make good decisions

Principal is an effective leader

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need to continue to promote and celebrate different races, religions, and abilities at Harpool. **Root Cause:** Lack of diversity Non-inclusive culture

**Problem Statement 2:** Students are consistently disrespectful to other students with differences. **Root Cause:** Low Diversity Lack of Empathy Lack of Compassion

**Problem Statement 3:** Many teachers do not understand the PLC process. **Root Cause:** Need strong instructional leadership and teacher leaders that can guide and grow other teachers.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- 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
- 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

# 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 (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments)
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- \* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- \* District Canvas science-specific course where grade level science teachers can share information and find resources.
- \* District Teams messaging/meetings to also accomplish same goal (share grade level content).

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

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

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





**Performance Objective 1:** Improve student achievement in all grade levels and content areas in the Masters category by 10%.

**High Priority**

**Evaluation Data Sources:** STAAR Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implementation of the intervention and enrichment time to support all students and their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide targeted intervention for the students below grade level in reading and math</p> <p><b>Strategy's Expected Result/Impact:</b> Increase targeted students' academic levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional practices and increased student success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All core content teachers will participate in weekly PLC time to develop common lesson plans to ensure vertical and horizontal alignment, in addition to student progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment among grade levels. More "in time" intervention with struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue Assessment For Learning (Jan Chappuis, 7 Strategies) implementation of learning targets, strong and weak work.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students have a clear understanding of what they are learning. See examples that provide a clear picture of what they need to accomplish.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 6th, 7th, and 8th-grade students will utilize MAP testing as the Universal screener to determine individual student's reading progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers, students, and parents will know where their students are at at the start of the school year. They can then goal set for the MOY assessment.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implementation of BOY, MOY, and EOY progress monitoring tool (Campus Scorecard) in Reading and Math for 6th, 7th, and 8th grade.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 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:** Create a culture that will foster social and emotional well-being for staff and students so that they feel safe (physically and emotionally). Additionally, within this culture staff and students feel valued and appreciated.





**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborate with elementary and high schools in the HMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Assist with the transition from one school to another for students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Strive to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased involvement and engagement for students</p> <p><b>Staff Responsible for Monitoring:</b> Admin and counselors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Open and maintain on campus food pantry <b>Strategy's Expected Result/Impact:</b> Physical needs of students met <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement and monitor Restorative Practices (RP) campus wide ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Re-entry Circles ~Circle protocols <b>Strategy's Expected Result/Impact:</b> Increase relationship capacity <b>Staff Responsible for Monitoring:</b> Admin and Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> House Bill lessons to address: ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention <b>Strategy's Expected Result/Impact:</b> Awareness <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Appreciation & Recognition for staff & students, including, but not limited to: ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards <b>Strategy's Expected Result/Impact:</b> Staff and Students feeling appreciated <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Providing physical, social, and emotional supports including, but not limited to: ~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page <b>Strategy's Expected Result/Impact:</b> Connection <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Counselor-led small groups that address specific needs of the group. <b>Strategy's Expected Result/Impact:</b> Connection/Growth for students <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Continue implementation of New Student Luncheon <b>Strategy's Expected Result/Impact:</b> Increase connection of new students <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Renaissance Awards- each 9 wks we will recognize students with good grades and behavior <b>Strategy's Expected Result/Impact:</b> Reward for kids <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Harpool Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

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## Personnel for Harpool Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Julie Moore	Reading Interventionist	NaN

**Denton Independent School District**  
**Adkins Elementary**  
**2022-2023 Campus Improvement Plan**



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*Learn. Connect. Serve.*

# Mission Statement

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

Learn. Connect. Serve.

## Vision

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

## Core Beliefs

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

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

Adkins Elementary is located within a master-planned community with over half of their residents having a bachelor's degree or higher. This close-knit community offers a variety of activities to keep their residents connected, and this includes involved parents who love to volunteer at school. Adkins Elementary also welcomes residents from surrounding towns, including Double Oak, Copper Canyon, Bartonville, Argyle, and Flower Mound. Adkins attendance zone is the most diverse of the three elementary schools located in Lantana.

Adkins is a campus that has grown consistently over the last few years with a current enrollment of 440. There is a fairly balanced ratio of males/females (51.69%/48.31%). The population consists of the following ethnicities: white 66.14%, Hispanic 20.54%, Asian 5.87%, African American 4.06%, American Indian-Alaskan Native .23%, and Two or More 2.93%. The school has a gifted and talented program that is 13.77% of enrolled students. In previous 3 years, the Economically Disadvantaged percent increased, however, the 2020/2021 year saw a decrease to 14.48% economically disadvantaged from 17.05% for 2019/2020. This number has continued to decrease in the 2021/2022 school year, now at 13.32% economically disadvantaged. The campus has both inclusion and self-contained special education classrooms. The campus has identified 13.77% of students with special education services. The at-risk population grew from 14.25% to 32.28%.

Campus : Dorothy P Adkins EL

Year: 2021-2022

Category	Count	Percent
Student Total	440	100%
Early Education Grade	16	3.61%
Pre-Kindergarten Grade	33	7.50%
Kindergarten Grade	67	15.12%
1st Grade	52	11.78%
2nd Grade	76	17.05%
3rd Grade	66	14.85%
4th Grade	63	14.22%
5th Grade	72	16.25%

### Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
<b>Gender</b>		
Female	214	48.31%
Male	229	51.69%
<b>Ethnicity</b>		
Hispanic-Latino	91	20.54%
<b>Race</b>		
American Indian - Alaskan Native	1	0.23%
Asian	26	5.87%
Black - African American	18	4.06%
Native Hawaiian - Pacific Islander	1	0.23%
White	293	66.14%
Two-or-More	13	2.93%

### Special Services (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	1	1.64%
Other health impairment	10	16.39%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	5	8.20%
Emotional disturbance	3	4.92%
Learning disability	7	11.48%
Speech impairment	32	52.46%
Autism	2	3.28%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.64%
<b>Instructional Settings</b>		
Speech Therapy	31	50.82%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	10	16.39%
Resource Room	11	18.03%
VAC	0	0.00%
Off Home Campus	0	0.00%



State School	0	0.00%
Residential Care	0	0.00%
Self Contained	9	14.75%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

#### Staff Information (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
Administrative Support	16	22.22%
Teacher	48	66.67%
Educational Aide	8	11.11%
Auxiliary	0	0.00%

#### Other Student Information (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

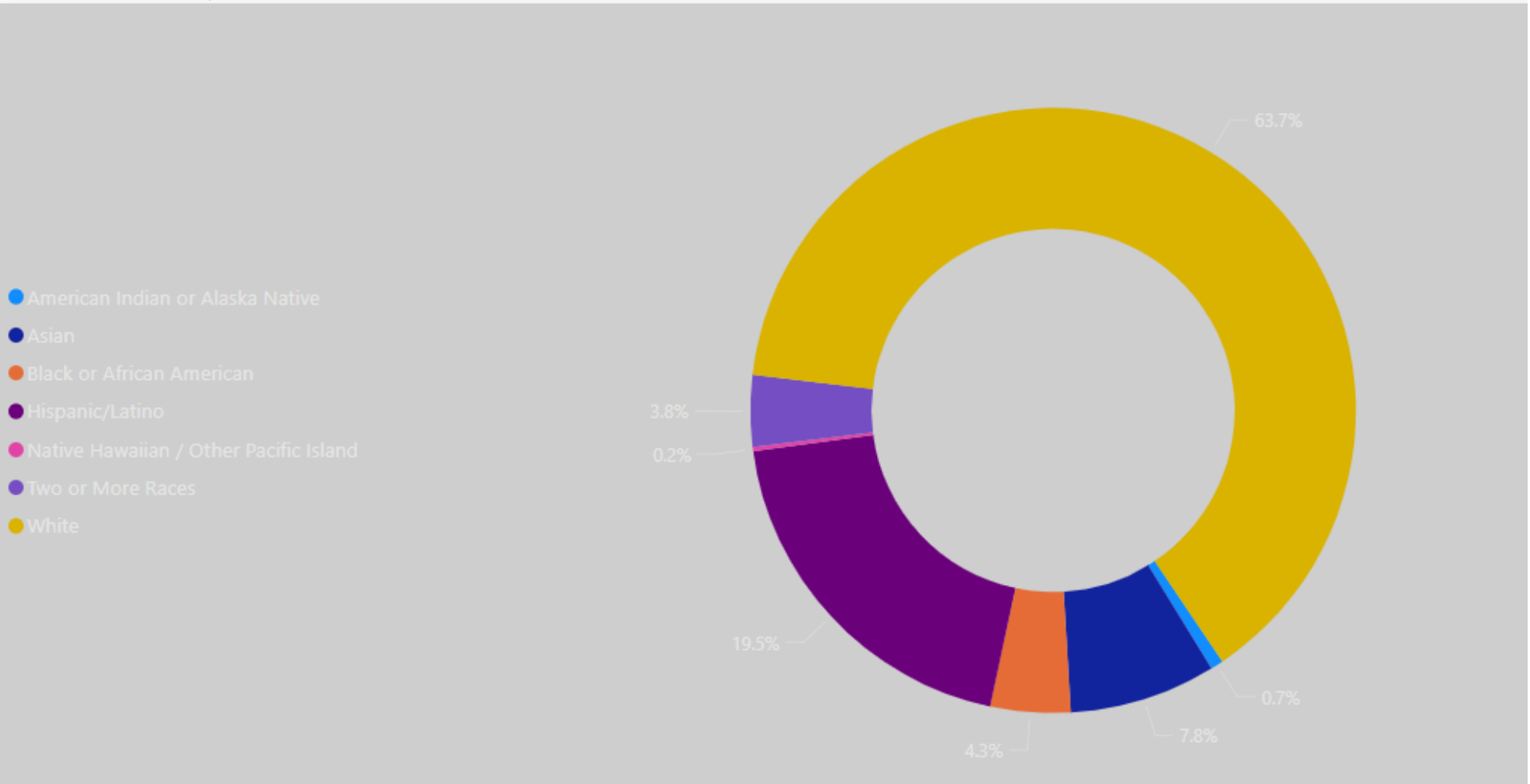
	Count	Percent
At-Risk	143	32.28%
Title I Homeless	0	0.00%
Immigrant	6	1.35%
Migrant	0	0.00%
Military Connected	0	0.00%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	36	8.13%
Intervention Indicator	31	7.00%
IEP Continuer	0	0.00%
Transfer In Students	6	1.3544%

#### Student by Program (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
Emergent Bilingual (EB)	43	9.71%
Bilingual	0	0.00%
English as a Second Language (ESL)	41	9.26%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	52	11.74%
Special Education (SPED)	61	13.77%
Title I Participation	0	0.00%
Dyslexia	23	5.19%
Economic Disadvantage		
Economic Disadvantage Total	59	13.32%
Free Meals	47	10.49%

Free meals	42	9.46%
Reduced-Price Meals	3	0.68%
Other Economic Disadvantage	14	3.16%
<b>Homeless Statuses</b>		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Fall 2022 Demographic Data



### Demographics Strengths

- Adkins Elementary has an inclusive climate and supports all students academically and emotionally.
- Adkins Elementary provides guidance lessons to increase cultural and social awareness.
- Teachers use Restorative Practices to create a classroom environment that encourages open conversations and risk-taking.
- Academic success is closely monitored and supported through math and reading intervention, Reading Recovery, Aviator time, Expo, Speech and Language services, Dyslexia therapy and Inclusion.
- Adkins attendance rates are high and our mobility rate is low, most students remain at Adkins for several years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The 2021/2022 school year saw a large increase in at risk students (14.25% to 32.28%). **Root Cause:** The root cause is the pandemic and remote learning. For example, second graders this year were remote learners for 9 weeks in kindergarten, and in 2020-2021, students were remote learners or impacted by Covid protocols at school.

# Student Learning

## Student Learning Summary

Monitoring Student Learning. We assess using multiple data points to ensure student learning and growth. Data from the following assessments is used to inform classroom instruction, targeted interventions, and extensions.

- CLI Engage
- Primary Numeracy
- iStation
- Imagine Math
- Developmental Reading Assessment (DRA)
- STAAR - See Analysis in Addendum
- Common Assessments

As a campus we find it imperative that the needs of our students are being addressed and met. The current tools we utilize to ensure student growth are:

- DMTSS Process (for academic, behavioral and social/emotional)
- Individual Education Plans
- Section 504 Plan
- Grade-Level Intervention
- Reading Interventionists
- Math Interventionist
- Emergent Bilingual Specialist
- Workshop

Adkins Reading Scores																
		2020-2021 Comprehension						2021-2022 Comprehension								
		BOY			EOY			BOY			MOY			EOY		
Grade Level	Assessment	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk
Kindergarten	Guided Reading	65%	21%	13%	91%	4%	6%	100%			77%	15%	1%	94%	5%	1%
1st Grade	Guided Reading	61%	31%	8%	76%	19%	4%	69%	6%	23%	82%	10%	1%	92%	7%	1%
2nd Grade	Guided Reading	58%	29%	14%	87%	5%	8%	49%	30%	21%	72%	23%	5%	65%	29%	6%
	Istation	69%	12%	20%	80%	7%	12%	61%	20%	20%	57%	15%	27%	84%	9%	7%
3rd Grade	Guided Reading	74%	19%	7%	78%	13%	9%	66%	22%	12%	50%	35%	13%	68%	24%	6%
	Istation	84%	9%	7%	66%	19%	15%	68%	20%	12%	88%	10%	2%	97%	3%	0%
4th Grade	Guided Reading	49%	43%	4%	95%	4%	0%	74%	18%	8%	40%	48%	12%	80%	9%	11%
	Istation	78%	14%	8%	74%	16%	10%	60%	32%	8%	83%	10%	7%	86%	8%	6%
5th Grade	Guided Reading	37%	51%	12%	94%	5%	1%	67%	25%	6%	90%	7%	3%	77%	15%	8%
	Istation	92%	2%	6%	87%	10%	3%	86%	5%	9%	87%	10%	3%	97%	3%	0%

1 Years Growth 2021 - 2022		
Reading Level		
Grade Level	Showed 1 Yrs Growth	Approaches
Kinder	98.00%	2.00%
1st	99%	1%
2nd	82%	18%
3rd	82%	18%
4th	89%	11.00%
5th	84%	16%

Reading STAAR											
2021-2022											
	November Interim			March Interim			Reading STAAR 2022				
Grade Level	Approaches	Meets	Masters	Approaches	Meets	Masters	Grade Level	Did Not Meet	Approaches	Meets	Masters
3rd	64.31%	25.93%	10%	84%	58%	28%	3rd	5%	20%	20%	55%
4th	81%	45%	23%	88%	66%	44%	4th	9%	20%	28%	43%
5th	88%	54%	25%	90%	64%	35%	5th	1%	22%	33%	43%
							Reading STAAR 2021				
							Grade Level	Did Not Meet	Approaches	Meets	Masters
							3rd	16%	84%	52%	29%
							4th	30%	70%	36%	20%
							5th	6%	94%	72%	51%
							May 2022 STAAR				
							Grade Level	Did Not Meet	Approaches	Meets	Masters
							3rd - 5th	5%	21%	27%	47%

Math Primary Numeracy Assessment																
		2020-2021						2021-2022								
		BOY			EOY			BOY			MOY			EOY		
Grade Level	Assessment	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk
Kindergarten	PNA	85%	13%	2%	87%	9%	4%	98%	2%	0%	89.06	9%	2%	99	0%	
1st Grade	PNA	65%	21%	13%	61%	25%	14%	87%	6%	8%	67%	24%	9%	88%	8%	7%
2nd Grade	PNA	17%	43%	40%	64%	18%	18%	18%	26%	55%	22%	25%	52%	48%	26%	27%

Imagine Math Assessment																					
		2020-2021								2021-2022											
		BOY				EOY				BOY				MOY				EOY			
Grade Level	Assessment	Proficient	Basic	At Risk	Below Basic	Proficient	Basic	At Risk	Below Basic	Masters	Meets	Approaches	Did Not Meet	Masters	Meets	Approaches	Did Not Meet	Masters	Meets	Approaches	Did Not Meet
2nd Grade	Imagine Math					97%	3%	0%	0%	7%	17%	31%	45%	13%	40%	37%	10%	29%	48%	20%	3%
3rd Grade	Imagine Math	32%	36%	26%	6%	73%	25%	0%	2%	0%	3%	17%	80%	0%	8%	46%	46%	1%	28%	53%	17%
4th Grade	Imagine Math	13%	28%	32%	26%	69%	29%	2%	0%	0%	4%	12%	84%	0%	7%	36%	57%	1%	17%	52%	29%
5th	Imagine Math	34%	28%	31%	7%	80%	16%	3%	1%	1%	6%	44%	49%	1%	15%	56%	28%	2%	38%	56%	3%

Math STAAR											
2021-2022											
	November Interim			March Interim			Math STAAR 2022				
Grade Level	Approaches	Meets	Masters	Approaches	Meets	Masters	Grade Level	Did Not Meet	Approaches	Meets	Masters
3rd	53.00%	14.00%	4%	75%	39%	12%	3rd	17%	20%	33%	30%
4th	78%	43%	17%	91%	68%	43%	4th	13%	37%	22%	28%
5th	90%	50%	21%	95%	74%	40%	5th	3%	24%	43%	30%
							Math STAAR 2021				
							Grade Level	Did Not Meet	Approaches	Meets	Masters
							3rd	24%	76%	29%	5%
							4th	21%	80%	39%	25%
							5th	3%	97%	77%	52%
							May 2022 STAAR				
							Grade Level	Did Not Meet	Approaches	Meets	Masters
							3rd - 5th	11%	27%	33%	29%

### **Student Learning Strengths**

- Consistent use of assessment tools to determine conferring, small group lessons, and whole group lessons.
- Data-driven discussions during PLC to determine next steps for students.
- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Collaborative goal setting with students in grade levels.



# School Processes & Programs

## School Processes & Programs Summary

### Professional Practices

- We have a guaranteed and viable curriculum using district-provided curriculum.
- We use Assessment for Learning practices across all grade levels.
- Teachers attend professional development days throughout the school year to deepen their learning in both literacy and math.
- Grade-level intervention time is provided outside of CORE instruction to meet the individual needs of students.
- Specialists working within the the master schedule have been successful because of the collaborative planning of grade level teams and specialists.
- Interventions will be focused on content essentials in reading, writing, and math.
- 2nd - 5th Grades utilize the Rhithm app to provide immediate feedback regarding the well-being of students.
- We will partner with the instructional technology specialist in a more strategic manner to help individualize professional development on campus.

### Programs and Opportunities for Students

- To bring cultural awareness, our Adkins Culture Club seeks to enrich with our school community.
- Students create service-learning projects to benefit our local and global community.
- There are a variety of ways for students to CONNECT: Outdoor Learning Club, Adkins Choir, Drama Kids, Safety Patrol, News Team, Student Ambassadors, Sign Language Club, Girls Who Code, Radio/Film/TV Club and STEM Club.

### Procedures

- We will continue to grow and recruit highly qualified, effective staff through our innovative interviewing process. We requested candidates perform tasks, including videoing a minilesson and working through a communication task, before we offer a panel interview with our Teacher Selection Committee.
- Our Master Schedule is created with protected intervention times for each grade level.
- Our Adkins Campus Leadership Team will maintain an active role in decision making within the campus.
- Team Leaders are developed through a series of workshops.
- We utilize CHAMPS, Restorative Practices, Zones of Regulation and Love & Logic to support our students social/emotional needs.

### School Processes & Programs Strengths

- Master Schedule ensures Core instruction is prioritized while also maintaining protected intervention times
- Utilizing data from key assessments to drive targeted instruction and intervention
- Workshop Model used across all content and grade levels
- Lucy Calkins curriculum used across grade levels in reading and writing
- Lucy Calkins UOS Phonics in grades K-2 supports the reading and writing instruction
- Primary Numeracy Assessments in K-2 identifies gaps in numeracy, which leads to both targeted interventions and/or enrichment activities
- Intentional development of Aviator groups to support differentiated needs
- Evenly Divided Membership Roles and Responsibilities for each grade level
- Consistent and transparent communication to staff, parents, leaders, and community
- CHAMPS program to ensure safety during transitions and establish a respectful learning environment
- Restorative Practices builds capacity in self-regulation and conflict-resolution while building a positive classroom culture

- Several teacher leaders in Tech innovation
- Access to chromebooks and iPads

# Perceptions

## Perceptions Summary

- Families and the community members are involved in school decisions through a variety of ways including feedback to PTA, teachers, and administrators. Parents are active school board meeting attendees and are involved not only in our elementary school, but are also volunteers and active participants at the district level.
- At Adkins we have a myriad of services available to support families, community members, and students to encourage healthy family relationships: Through the counseling department, we offer class guidance lessons and small groups. We offer resources for outside counseling based on the needs of the family; Administrators/PTA send out a weekly newsletter for parents including topics about family,
- School Nurse has contacts like Lions Club for free glasses; we also have free health resources for various health needs and dental needs for students and family members;
- Mission Moms annual food drive
- Staff members provide Christmas gifts to students through a yearly Angel Tree.
- Continue to keep up purposeful communication between home and school using a variety of modalities to reach all stakeholders.
- Explore new ways to incorporate Adkins Flight Crew (Father Figure Club) into our daily school routines.
- Explore new ways to connect with parents and community through technology.
- Adkins measures parent and community participation rates by tracking volunteer hours and the number of visitors on campus.

## Perceptions Strengths

Adkins has many strengths!

- High rates of involvement, volunteerism, participation in events
- Communication between home and school is very healthy
- Parent Partnerships created through Zoom/ in person meetings provides important information to parents about how students are being taught
- Parent and Community Involvement on the CLT
- Active Dads Program, with a variety of ways for father figures to get involved
- Partnerships with local businesses to provide donations for students and teachers
- Our school partners with Mission Moms, United Way, Bridgeway Church, Lion's Club, Eagle/Boy Scouts & Kiwanis Club to provide assistance when needed
- PTA supports students on Free and Reduced lunch to receive books, t-shirts, event tickets and yearbooks.
- Students led initiatives to serve others in need in our community that align with our school vision of Learn, Connect and Serve.
- Staff fosters classroom environment to implement the initiatives that align with our school mission (restorative practices).
- 98% of the staff feels like our school encourages collaboration and implements policies fairly in school.
- Our campus has low number of office referrals and a high number of Happy Visits!
- Classroom community is built through restorative practices
- High Flyer Program
- Weekly Staff kudos to appreciate others is in place
- Student spotlight to recognize students extra efforts in and around the school.
- Overall staff morale has increased from the previous years?

# 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)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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 2023, Dorothy P. Adkins Elementary School will focus on ensuring all students will make one year's growth in Reading.

### HB3 Guiding Outcome

**Evaluation Data Sources:** TxKEA: Kindergarten

TPRI: Grades 1 & 2

DRA: Kindergarten-5

K-2 Units of Study: Phonics Assessment Data

iStation Comprehension: Grades 2 -5





Lexia Core 5: Grades K-5

District Assessments: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d69ffc2-f2d1-3026-beb8-4c3a341845f6>

Elementary Reading Correlations Chart

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Mastery of phonological awareness, phonics, and comprehension skills across the text bands.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can read accurately and fluently with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers in grades K-5 will provide leveled-text daily guided reading for all below-level readers. Students on-level will continue to receive targeted instruction: small groups, books clubs, conferring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can read accurately and fluently with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will utilize bi-weekly PLTs (Professional Learning Teams) and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can read accurately and fluently with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can read accurately and fluently with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will utilize Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can read accurately and fluently with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> CLT, Reading Recovery Specialist, Reading Interventionist</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$90,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> High-Quality Curriculum and Assessment Resources: Additional TCRWP Units of Study resources, Intervention and Extension materials such as Haggerty Phonics, Lexia CORE 5, Fountas and Pinnell Literacy Continuum, &amp; Padlet: <a href="https://padlet.com/kpayne910/96it5swo448ue1zq">https://padlet.com/kpayne910/96it5swo448ue1zq</a></p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to high-quality curriculum to deepen students' learning in order to provide high levels of learning for every student.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Specialists, Secretary, CLT members</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



## **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:** By May 2023, Dorothy P. Adkins Elementary School will focus on ensuring students will be "On Level" in Reading. This will be evidenced by:

- \*Kindergarten - 95% On Level with 1% or fewer At Risk
- \*First Grade - 95% On Level with 1% or fewer At Risk
- \*Second Grade - 95% On Level with 1% or fewer At Risk
- \*Third Grade - 90% On Level with 1% or fewer At Risk
- \*Fourth Grade - 90% On Level with 1% or fewer At Risk
- \*Fifth Grade - 90% On Level with 5% or fewer At Risk

### **HB3 Guiding Outcome**

**Evaluation Data Sources:** TxKEA

TPRI

DRA





K-2 Units of Study: Phonics Assessment Data

iStation Comprehension

Lexia Core 5

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d69ffc2-f2d1-3026-beb8-4c3a341845f6>

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in grades K-5 will provide leveled-text daily guided reading for all below-level readers. Students on-level will continue to receive targeted instruction: small groups, books clubs, conferring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in reading by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize bi-weekly PLTs (Professional Learning Teams) and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in reading by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in reading by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> High-Quality Curriculum and Assessment Resources: Additional TCRWP Units of Study resources, Intervention and Extension materials such as Haggerty Phonics, Lexia CORE 5, and Fountas and Pinnell Literacy Continuum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to high-quality curriculum to deepen students' learning in order to provide high levels of learning for every student.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Specialists, Secretary, CLT members</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will utilize Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in reading by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> CLT, Reading Recovery Specialist, Reading Interventionist</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$90,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 100% of eligible HB4545 students will be served by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will receive targeted instruction in the essential knowledge and skills for reading in grades 4 &amp; 5.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Special Education Teachers, Interventionists, Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Guiding Outcome 1: Teaching & Learning**

In pursuit of excellence, we will:





- \* Develop and maintain a culture where learning remains our first priority
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- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 3:** By May 2023, Dorothy P. Adkins Elementary will focus on ensuring one year's growth in Writing for every student. This will be evidenced by:

\*90% of students On-Level

**Evaluation Data Sources:** District Report Card Writing Assessments  
 Beginning of the Year On-Demand Writing  
 Middle of the Year On-Demand Writing  
 End of the Year On-Demand Writing

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in grades K-5 will meet with students to confer on writing about individual goals based on district rubrics.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize bi-weekly PLTs (Professional Learning Teams) and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> High-Quality Curriculum and Assessment Resources: TCRWP Units of Study resources, district assessments, and campus created assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Specialists, Secretary, CLT members</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Guiding Outcome 1: Teaching & Learning**

In pursuit of excellence, we will:

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- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 4:** By May 2023, Dorothy P. Adkins Elementary School will focus on ensuring students will be On-Level in Math. This will be evidenced by:





- \*K - 5th Grade - 90% of students mastering math essentials
- \* Kindergarten - 2nd Grades: Primary Numeracy Assessment - 90% of students ending the year On-Level
- \* 2nd - 5th Grades - 90% ending year on or above Approaches according to Imagine Math Benchmark

**HB3 Guiding Outcome**

**Evaluation Data Sources:** K-2 Primary Numeracy Assessment  
 District Math Assessments  
 Imagine Math Benchmarks  
 Campus Formative Assessments  
 Math STEMscopes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will utilize bi-weekly PLTs (Professional Learning Teams) and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in math, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leader, Math Interventionist, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will provided targeted intervention based on Primary Numeracy, formative, and summative assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, Administrators, CLT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will utilize the Math Interventionist to support growth in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$30,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 100% of eligible HB4545 students will be served by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will receive targeted instruction in the essential knowledge and skills for math in grades 4 &amp; 5.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Special Education Teachers, Interventionists, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
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**Guiding Outcome 1: Teaching & Learning**

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- \* 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 5:** By May 2023, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth for Pre-K students. This will be evidenced by:

- \* 90% of students entering Kindergarten in the fall of 2023 will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool

**Evaluation Data Sources:** CLI Engage Progress Monitoring Tool  
Pre-K Report Card

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Pre-K students will participate in daily Shared Reading and small groups to target individual learning goals in reading, writing, and math. Students will also participate in small groups as needed to reinforce fine motor learning targets from the district report card. Students will also participate in small groups as needed to reinforce fine motor and social emotional learning targets from the district report card.</p> <p><b>Strategy's Expected Result/Impact:</b> PreK students will be on-level and ready for Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> PreK Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize PLT time to review student data and create intervention and enrichment groups based on a variety of measures including , but not limited to our district report card, CLI, and observational data. . We will also evaluate social/emotional and fine motor learning targets based on the district report card.</p> <p><b>Strategy's Expected Result/Impact:</b> PreK students will be on-level and ready for Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> PreK Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 2023, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies that support self-regulation, encourage communication when needing additional support, and edify teachers and students, in order to maintain a safe and healthy climate and bolsters a culture of encouragement and compassion that results in positive change as measured through various data points.

**Evaluation Data Sources:** Teacher input  
 Formative Feedback  
 Parent Responses (Needs Assessment)  
 Rhithm App  
 PK Essentials progress monitoring data  
 Strengths Finder Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff appreciation with monthly Learn. Connect. Serve. Awards, Staff Kudos, and Staff Celebration Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain and/or increase staff engagement by encouragement and affirmations that support the overall school culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use of Rhithm app daily with teachers and students in grades 2-5 to gauge one's social-emotional health and support self-regulation strategies. The Rhithm app teaches self-regulation skills and provides teachers a way to identify a student's ability to access learning. Data from Rhithm provides reports in order to identify patterns and trends, individually and campus-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to identify how a student is feeling and address any concerns in real-time. Teachers are able to ask students to "Get in Rhithm" at various points during the day as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Character Education Committee (Social-Emotional/Engagement) created to support teachers' use of Restorative Practices and Rhithm app, and self-regulation strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Classrooms conduct Green Circles daily, every classroom creates a Classroom Agreement for students to have ownership in the way their classroom functions, and grade levels build in time for Rhithm app check-ins.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Zones of Regulation will be practiced throughout the building to support students' communication of emotions and energy levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to self-regulate by first articulating their feelings and being self-aware.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teacher, counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 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 2:** By May 2023, Dorothy P. Adkins School will provide various opportunities for students, teachers, and parents to forge deeper connections through cultural awareness and arts and sciences activities throughout the school year.

**Evaluation Data Sources:** Perception Data:

- Teacher Input
- Student Feedback
- PK Essentials progress monitoring data
- Parent Feedback (Needs Assessment)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Character Ed. (SEL) committee will meet and plan cultural and heritage awareness activities.</p> <p><b>Strategy's Expected Result/Impact:</b> The Character Ed. (SEL) committee will gather feedback from students, teachers, and parents in order to provide opportunities to learn and celebrate various cultural and heritage celebrations throughout the 2022-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teacher Leads</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Clubs will be created to bring students together to explore the beauty of discovery, science, the arts, and humanity, while encouraging a growth mindset.</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staff will be provided various opportunities to join health and wellness activities and challenges such as walking groups, yoga sessions, and healthy eating information meetings after school.</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Personnel for Adkins Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holly Hamilton	Reading Recovery Teacher	NaN
Hope Creech	Reading Interventionist	0.5
Renee Grems	Math Interventionist	0.5

# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$90,000.00
1	2	5			\$90,000.00
1	4	4			\$30,000.00
<b>Sub-Total</b>					<b>\$210,000.00</b>

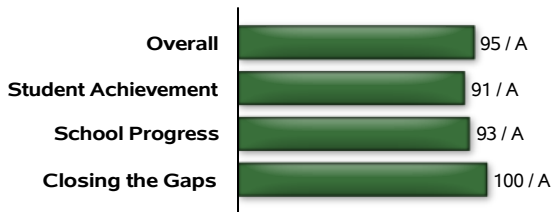
Texas Education Agency  
2021-22 Preliminary School Report Card  
DOROTHY P ADKINS EL (061901126)

Accountability Rating



DOROTHY P ADKINS EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for DOROTHY P ADKINS EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: DENTON ISD  
Campus Type: Elementary  
Total Students: 427  
Grade Span: EE - 05

For more information about this campus, see: <https://TXSchools.gov>

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Comparative Academic Growth
- ✓ Comparative Closing the Gaps
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Postsecondary Readiness



Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>95</b>	<b>A</b>
<b>Student Achievement</b>		<b>91</b>	<b>A</b>
STAAR Performance	65	91	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>93</b>	<b>A</b>
Academic Growth	88	93	<b>A</b>
Relative Performance (Eco Dis: 13.8%)	65	72	<b>C</b>
<b>Closing the Gaps</b>	<b>100</b>	<b>100</b>	<b>A</b>

### 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

**X ELA/Reading**

**X Mathematics**

**X Science**

Not Eligible **Social Studies**

**✓ Comparative Academic Growth**

**X Postsecondary Readiness**

**✓ Comparative Closing the Gaps**



# Domain 1: Student Achievement

## STAAR Score

	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Number of Assessments	208	208	71		557	
Approaches Grade Level or Above	165	167	63		434	78%
Meets Grade Level or Above	108	97	39		262	47%
Masters Grade Level	69	58	20		153	27%
<b>Total Percentage Points</b>						<b>152</b>
					<b>STAAR Component Score</b>	<b>51</b>
					<b>STAAR Scaled Score</b>	





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 3 Reading

#### All Students

District: 061-901 DENTON ISD  
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
 Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					Did Not Meet		Approaches		Meets		Masters		1		2		3
Number	Percent		#	%	#	%	#	%	#	%	Number of Items Tested		Avg. # of Items / % Correct		#	%	
			Understanding Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts				5		15		14		
Students Tested	64	100									4.5	90	12.2	81	10.1	72	
Students Not Tested																	
Absent	0	0															
Other	0	0															
Total Documents Submitted	64	100															
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students	64	1534	3	5	61	95	48	75	35	55	4.5	90	12.2	81	10.1	72	
Male	26	1529	0	0	26	100	19	73	12	46	4.7	93	12.0	80	10.1	72	
Female	38	1538	3	8	35	92	29	76	23	61	4.4	88	12.3	82	10.1	72	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	12	1444	2	17	10	83	7	58	2	17	3.8	75	10.1	67	9.0	64	
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	45	1548	1	2	44	98	35	78	27	60	4.7	93	12.6	84	10.2	73	
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	10	1475	1	10	9	90	7	70	3	30	3.8	76	10.8	72	9.8	70
	No	54	1545	2	4	52	96	41	76	32	59	4.6	93	12.4	83	10.2	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	64	1534	3	5	61	95	48	75	35	55	4.5	90	12.2	81	10.1	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	61	1535	3	5	58	95	46	75	33	54	4.5	91	12.2	81	10.1	72
Identified as Emergent Bilingual/English Learner	6	1491	1	17	5	83	4	67	2	33	3.5	70	10.8	72	9.8	70	
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	58	1539	2	3	56	97	44	76	33	57	4.6	92	12.3	82	10.1	72	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	64	1534	3	5	61	95	48	75	35	55	4.5	90	12.2	81	10.1	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	6	1491	1	17	5	83	4	67	2	33	3.5	70	10.8	72	9.8	70
	Nonparticipants	58	1539	2	3	56	97	44	76	33	57	4.6	92	12.3	82	10.1	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	9	1365	3	33	6	67	2	22	1	11	3.0	60	7.9	53	7.2	52
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	52	1564	0	0	52	100	44	85	32	62	4.8	96	12.9	86	10.6	75
Gifted/Talented	Participants	11	1654	0	0	11	100	11	100	10	91	5.0	100	14.2	95	12.1	86
	Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	50	1509	3	6	47	94	35	70	23	46	4.4	89	11.8	78	9.6	69
At-Risk	Yes	13	1479	2	15	11	85	8	62	5	38	3.7	74	10.9	73	9.1	65
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	48	1550	1	2	47	98	38	79	28	58	4.8	95	12.5	84	10.3	74



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 3 Mathematics

#### All Students

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1				2				3				4			
					Numerical Representations and Relationship				Computations and Algebraic Relationships				Geometry and Measurement				Data Analysis and Personal Financial Literacy			
					Number of Items Tested															
Number Percent			#	%	#	%	#	%	#	%	Number of Items Tested									
Students Tested											8		13				7		4	
Students Not Tested	Absent		Other		Avg. # of Items / % Correct															
Total Documents Submitted	Legend																			
--- = No Data Reported For Fewer Than Five Students																				
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students	64	100	1497	11	17	53	83	40	63	19	30	6.7	83	9.3	72	4.1	58	2.2	55	
Male	26		1502	3	12	23	88	17	65	8	31	7.0	88	9.9	76	3.6	52	2.5	63	
Female	38		1493	8	21	30	79	23	61	11	29	6.4	80	8.9	69	4.4	63	1.9	49	
No Information Provided	0		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	12		1382	5	42	7	58	4	33	1	8	5.4	68	7.3	56	2.8	40	1.5	38	
American Indian or Alaska Native	0		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	3		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American	3		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	1		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	45		1509	6	13	39	87	30	67	14	31	6.9	86	9.7	75	4.2	59	2.3	57	
Two or More Races	0		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	10	1408	3	30	7	70	4	40	1	10	5.6	70	8.1	62	3.1	44	1.8	45	
No Information Provided	No	54	1513	8	15	46	85	36	67	18	33	6.9	86	9.6	74	4.3	61	2.3	56	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	Nonparticipants	64	1497	11	17	53	83	40	63	19	30	6.7	83	9.3	72	4.1	58	2.2	55	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		61	1498	11	18	50	82	39	64	19	31	6.6	83	9.3	72	4.1	58	2.2	55	
Identified as Emergent Bilingual/English Learner	Participants	6	1450	1	17	5	83	3	50	2	33	6.2	77	8.7	67	3.7	52	1.7	42	
Monitored 1st Year, reclassified from EB/EL	Nonparticipants	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		58	1502	10	17	48	83	37	64	17	29	6.7	84	9.4	72	4.1	59	2.2	56	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	Nonparticipants	64	1497	11	17	53	83	40	63	19	30	6.7	83	9.3	72	4.1	58	2.2	55	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	6	1450	1	17	5	83	3	50	2	33	6.2	77	8.7	67	3.7	52	1.7	42	
No Information Provided	Nonparticipants	58	1502	10	17	48	83	37	64	17	29	6.7	84	9.4	72	4.1	59	2.2	56	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	9	1262	7	78	2	22	1	11	0	0	3.7	46	4.1	32	1.9	27	1.1	28	
No Information Provided	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		52	1539	4	8	48	92	38	73	19	37	7.1	89	10.3	79	4.5	64	2.4	60	
Gifted/Talented	Participants	11	1694	0	0	11	100	10	91	9	82	7.8	98	11.6	90	5.9	84	3.3	82	
No Information Provided	Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		50	1455	11	22	39	78	29	58	10	20	6.4	80	8.8	68	3.7	53	2.0	50	
At-Risk	Yes	13	1399	4	31	9	69	6	46	2	15	5.3	66	7.6	59	3.2	46	1.8	44	
No Information Provided	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		48	1525	7	15	41	85	33	69	17	35	7.0	87	9.8	75	4.3	62	2.3	58	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 4 Reading

#### All Students

District: 061-901 DENTON ISD  
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
 Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					1		2		3		8		15		13			
Number	Percent		#	%	Approaches		Meets		Masters		Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	69	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	69	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			69	1600	6	9	63	91	49	71	30	43	7.0	88	11.9	79	9.2	71
Male			38	1590	3	8	35	92	25	66	14	37	7.0	88	11.8	79	8.9	68
Female			31	1611	3	10	28	90	24	77	16	52	7.0	88	11.9	80	9.6	74
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			16	1555	3	19	13	81	10	63	6	38	6.8	84	10.6	70	8.6	66
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			44	1613	1	2	43	98	32	73	20	45	7.1	89	12.4	82	9.4	72
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		6	1560	2	33	4	67	3	50	3	50	6.5	81	10.2	68	8.5	65
	No		63	1603	4	6	59	94	46	73	27	43	7.0	88	12.0	80	9.3	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		69	1600	6	9	63	91	49	71	30	43	7.0	88	11.9	79	9.2	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		66	1609	4	6	62	94	48	73	29	44	7.1	89	12.1	81	9.4	72
Identified as Emergent Bilingual/English Learner			8	1488	3	38	5	63	4	50	3	38	6.1	77	9.3	62	6.9	53
Monitored 1st Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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			60	1613	3	5	57	95	44	73	26	43	7.1	89	12.2	81	9.5	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		69	1600	6	9	63	91	49	71	30	43	7.0	88	11.9	79	9.2	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		8	1488	3	38	5	63	4	50	3	38	6.1	77	9.3	62	6.9	53
	Nonparticipants		61	1614	3	5	58	95	45	74	27	44	7.1	89	12.2	81	9.5	73
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		62	1624	1	2	61	98	48	77	29	47	7.3	91	12.4	82	9.8	75
Gifted/Talented	Participants		20	1678	0	0	20	100	19	95	14	70	7.6	95	13.1	87	10.8	83
	Nonparticipants		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		46	1580	4	9	42	91	29	63	15	33	6.9	86	11.7	78	8.8	68
At-Risk	Yes		24	1513	5	21	19	79	11	46	6	25	6.3	79	10.4	69	7.3	56
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		45	1646	1	2	44	98	38	84	24	53	7.4	92	12.6	84	10.2	79



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 4 Mathematics

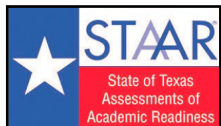
#### All Students

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet				Approaches				Meets				Masters				Results for Each Reporting Category							
																					1		2		3		4	
Number	Percent				#		%		#		%		#		%		#		%									
Students Tested	69	100			9	13	60	87	35	51	19	28	6.4	72	7.4	67	6.9	69	2.2	55								
Students Not Tested																												
Absent	0	0																										
Other	0	0																										
Total Documents Submitted	69	100																										
Legend																												
--- = No Data Reported For Fewer Than Five Students																												
All Students	69	1582	9	13	60	87	35	51	19	28	6.4	72	7.4	67	6.9	69	2.2	55										
Male	38	1595	4	11	34	89	22	58	13	34	6.8	75	7.4	68	7.2	72	2.1	53										
Female	31	1566	5	16	26	84	13	42	6	19	6.0	67	7.3	67	6.6	66	2.3	58										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Hispanic/Latino	16	1520	5	31	11	69	6	38	0	0	5.4	60	6.1	56	6.4	64	2.1	52										
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Asian	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Black or African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
White	44	1606	3	7	41	93	26	59	17	39	6.9	77	7.9	72	7.2	72	2.2	56										
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged	Yes	6	1528	2	33	4	67	2	33	0	0	6.0	67	6.3	58	6.3	63	1.8	46									
No	63	1587	7	11	56	89	33	52	19	30	6.5	72	7.5	68	7.0	70	2.2	56										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants	69	1582	9	13	60	87	35	51	19	28	6.4	72	7.4	67	6.9	69	2.2	55										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided	66	1589	8	12	58	88	35	53	19	29	6.6	73	7.5	68	7.0	70	2.3	57										
Identified as Emergent Bilingual/English Learner	8	1464	4	50	4	50	1	13	0	0	4.4	49	5.3	48	5.9	59	1.3	31										
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
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	60	1595	5	8	55	92	33	55	18	30	6.7	74	7.7	70	7.0	70	2.3	58										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Nonparticipants	69	1582	9	13	60	87	35	51	19	28	6.4	72	7.4	67	6.9	69	2.2	55										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
ESL	Participants	8	1464	4	50	4	50	1	13	0	0	4.4	49	5.3	48	5.9	59	1.3	31									
Nonparticipants	61	1597	5	8	56	92	34	56	19	31	6.7	75	7.7	70	7.0	70	2.3	58										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Special Education	Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided	62	1601	5	8	57	92	35	56	19	31	6.8	76	7.7	70	7.1	71	2.4	59										
Gifted/Talented	Participants	20	1649	0	0	20	100	15	75	10	50	7.5	83	8.3	75	7.8	78	2.7	68									
Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided	46	1563	8	17	38	83	20	43	9	20	6.2	69	7.1	65	6.7	67	2.1	52										
At-Risk	Yes	24	1495	9	38	15	63	4	17	2	8	5.0	56	6.0	55	5.8	58	1.7	42									
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided	45	1628	0	0	45	100	31	69	17	38	7.2	80	8.1	74	7.5	75	2.5	62										





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 5 Reading

#### All Students

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1		2		3	
					#	%	#	%	#	%	#	%	Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts	
Number	Percent	8		Number of Items Tested				16				14						
Legend		Avg. # of Items / % Correct																
---			No Data Reported For Fewer Than Five Students															
Students Tested	67	100	67	1670	1	1	66	99	51	76	29	43	6.5	81	13.2	83	11.9	85
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	67	100																
All Students			67	1670	1	1	66	99	51	76	29	43	6.5	81	13.2	83	11.9	85
Male	33	1663	0	0	33	100	23	70	12	36	6.5	81	13.0	81	11.8	84		
Female	34	1677	1	3	33	97	28	82	17	50	6.5	81	13.4	84	12.1	86		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	13	1650	0	0	13	100	10	77	5	38	6.3	79	13.1	82	11.8	84		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	49	1678	1	2	48	98	38	78	22	45	6.5	81	13.4	84	12.0	86		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	9	1651	0	0	9	100	7	78	2	22	5.7	71	13.7	85	11.7	83	
	No	58	1673	1	2	57	98	44	76	27	47	6.6	82	13.1	82	12.0	85	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	67	1670	1	1	66	99	51	76	29	43	6.5	81	13.2	83	11.9	85	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	67	1670	1	1	66	99	51	76	29	43	6.5	81	13.2	83	11.9	85	
Identified as Emergent Bilingual/English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
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	62	1671	1	2	61	98	48	77	27	44	6.6	82	13.1	82	11.9	85		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	67	1670	1	1	66	99	51	76	29	43	6.5	81	13.2	83	11.9	85	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	64	1675	1	2	63	98	50	78	29	45	6.6	83	13.2	83	12.0	85	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	6	1617	1	17	5	83	4	67	1	17	6.0	75	12.7	79	10.7	76	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	61	1675	0	0	61	100	47	77	28	46	6.5	81	13.3	83	12.0	86	
Gifted/Talented	Participants	12	1780	0	0	12	100	12	100	11	92	7.3	91	14.7	92	13.3	95	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	55	1646	1	2	54	98	39	71	18	33	6.3	79	12.9	81	11.6	83	
At-Risk	Yes	31	1616	1	3	30	97	18	58	7	23	5.7	72	12.5	78	11.4	81	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	36	1717	0	0	36	100	33	92	22	61	7.1	89	13.8	86	12.4	88	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 5 Mathematics

#### All Students

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
					#	%	#	%	#	%	#	%	1		2		3		4	
Number	Percent		Numerical Representations and Relationship		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		Number of Items Tested									
Students Tested	67	100	6		17		9		4		Avg. # of Items / % Correct									
Students Not Tested			#		#		#		#		#		#		#		#			
Absent	0	0	%		%		%		%		%		%		%		%			
Other	0	0																		
Total Documents Submitted	67	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																	
<b>All Students</b>	67	1673	2	3	65	97	49	73	20	30	4.9	81	12.9	76	6.7	74	2.5	62		
Male	33	1695	1	3	32	97	26	79	13	39	4.9	81	13.5	80	6.7	75	2.7	68		
Female	34	1651	1	3	33	97	23	68	7	21	4.8	80	12.4	73	6.6	73	2.2	56		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	13	1661	1	8	12	92	9	69	4	31	4.8	81	12.7	75	6.3	70	2.5	63		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	49	1672	1	2	48	98	36	73	14	29	4.9	81	13.0	77	6.7	74	2.4	61		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	9	1688	1	11	8	89	6	67	5	56	4.9	81	13.3	78	6.6	73	2.3	58	
	No	58	1670	1	2	57	98	43	74	15	26	4.8	81	12.9	76	6.7	74	2.5	63	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	67	1673	2	3	65	97	49	73	20	30	4.9	81	12.9	76	6.7	74	2.5	62	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	67	1673	2	3	65	97	49	73	20	30	4.9	81	12.9	76	6.7	74	2.5	62	
Identified as Emergent Bilingual/English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
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	62	1669	2	3	60	97	45	73	17	27	4.9	81	12.8	75	6.6	73	2.5	63		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	67	1673	2	3	65	97	49	73	20	30	4.9	81	12.9	76	6.7	74	2.5	62	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	64	1674	2	3	62	97	47	73	19	30	4.9	81	12.9	76	6.7	74	2.5	63	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	6	1547	2	33	4	67	2	33	1	17	3.2	53	8.8	52	5.7	63	2.0	50	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	61	1685	0	0	61	100	47	77	19	31	5.0	84	13.3	78	6.8	75	2.5	63	
Gifted/Talented	Participants	12	1759	0	0	12	100	11	92	8	67	5.2	86	14.8	87	7.8	86	2.8	71	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	55	1654	2	4	53	96	38	69	12	22	4.8	80	12.5	74	6.4	71	2.4	60	
At-Risk	Yes	31	1641	2	6	29	94	20	65	6	19	4.5	76	12.3	72	6.0	67	2.4	60	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	36	1700	0	0	36	100	29	81	14	39	5.1	85	13.4	79	7.2	80	2.6	64	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 5 Science

#### All Students

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4									
Number	Percent	Matter and Energy			Force, Motion, and Energy		Earth and Space		Organisms and Environment		Number of Items Tested									
Students Tested	67	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	67	100																		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
<b>All Students</b>	67	4085	4	6	63	94	35	52	16	24	4.6	77	6.0	75	7.2	72	10.0	83		
Male	33	4115	1	3	32	97	19	58	8	24	4.7	79	6.2	78	7.5	75	10.2	85		
Female	34	4055	3	9	31	91	16	47	8	24	4.5	75	5.8	73	7.0	70	9.8	82		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	13	4060	1	8	12	92	7	54	1	8	4.8	81	6.0	75	7.3	73	9.8	81		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	49	4079	2	4	47	96	25	51	13	27	4.6	76	6.1	76	7.1	71	10.1	84		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes 9	3974	1	11	8	89	4	44	1	11	4.6	76	5.8	72	6.8	68	9.7	81		
	No 58	4102	3	5	55	95	31	53	15	26	4.6	77	6.1	76	7.3	73	10.1	84		
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants 67	4085	4	6	63	94	35	52	16	24	4.6	77	6.0	75	7.2	72	10.0	83		
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided 67	4085	4	6	63	94	35	52	16	24	4.6	77	6.0	75	7.2	72	10.0	83		
Identified as Emergent Bilingual/English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
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	62	4085	2	3	60	97	32	52	15	24	4.6	77	6.0	76	7.2	72	10.1	84		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants 67	4085	4	6	63	94	35	52	16	24	4.6	77	6.0	75	7.2	72	10.0	83		
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants 64	4103	2	3	62	97	34	53	16	25	4.7	78	6.1	76	7.2	72	10.1	85		
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes 6	3643	2	33	4	67	0	0	0	0	3.8	64	4.5	56	5.3	53	8.5	71		
	No 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided 61	4128	2	3	59	97	35	57	16	26	4.7	78	6.2	77	7.4	74	10.1	85		
Gifted/Talented	Participants 12	4588	0	0	12	100	12	100	9	75	5.3	89	7.0	88	8.9	89	11.5	96		
	Nonparticipants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided 55	3975	4	7	51	93	23	42	7	13	4.5	75	5.8	73	6.9	69	9.7	81		
At-Risk	Yes 31	3914	4	13	27	87	11	35	3	10	4.5	75	5.7	72	6.6	66	9.2	76		
	No 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided 36	4232	0	0	36	100	24	67	13	36	4.8	79	6.3	78	7.8	78	10.7	89		



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 3 Reading

District: 061-901 DENTON ISD  
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
 Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	64	61	95	---	---	---	---	---	---
Male	26	26	100	---	---	---	---	---	---
Female	38	35	92	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	12	10	83	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---
Black or African American	3	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---
White	45	44	98	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	10	9	90	---	---	---	---	---
	No	54	52	96	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	64	61	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	61	58	95	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		6	5	83	---	---	---	---	---
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		58	56	97	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	64	61	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	58	56	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	9	6	67	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	52	52	100	---	---	---	---	---
Gifted/Talented	Participants	11	11	100	---	---	---	---	---
	Nonparticipants	3	---	---	---	---	---	---	---
	No Information Provided	50	47	94	---	---	---	---	---
At-Risk	Yes	13	11	85	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	48	47	98	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 3 Mathematics

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	64	53	83	---	---	---	---	---	---
Male	26	23	88	---	---	---	---	---	---
Female	38	30	79	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	12	7	58	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---
Black or African American	3	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---
White	45	39	87	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	10	7	70	---	---	---	---	---
	No	54	46	85	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	64	53	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	61	50	82	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	5	83	---	---	---	---	---	---
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	58	48	83	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	64	53	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	58	48	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	9	2	22	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	52	48	92	---	---	---	---	---
Gifted/Talented	Participants	11	11	100	---	---	---	---	---
	Nonparticipants	3	---	---	---	---	---	---	---
	No Information Provided	50	39	78	---	---	---	---	---
At-Risk	Yes	13	9	69	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	48	41	85	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 4 Reading

District: 061-901 DENTON ISD  
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
 Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	69	63	91	---	---	---	---	---	---
Male	38	35	92	---	---	---	---	---	---
Female	31	28	90	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	16	13	81	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	4	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	44	43	98	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	6	4	67	---	---	---	---	---
	No	63	59	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	69	63	91	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	66	62	94	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		8	5	63	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---
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		60	57	95	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	69	63	91	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	8	5	63	---	---	---	---	---
	Nonparticipants	61	58	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	4	---	---	---	---	---	---	---
	No	3	---	---	---	---	---	---	---
	No Information Provided	62	61	98	---	---	---	---	---
Gifted/Talented	Participants	20	20	100	---	---	---	---	---
	Nonparticipants	3	---	---	---	---	---	---	---
	No Information Provided	46	42	91	---	---	---	---	---
At-Risk	Yes	24	19	79	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	45	44	98	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 4 Mathematics

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	69	60	87	---	---	---	---	---	---
Male	38	34	89	---	---	---	---	---	---
Female	31	26	84	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	16	11	69	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	4	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	44	41	93	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	6	4	67	---	---	---	---	---
No	63	56	89	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
Nonparticipants	69	60	87	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---
No Information Provided	66	58	88	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	8	4	50	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---
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	60	55	92	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
Nonparticipants	69	60	87	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
ESL	Participants	8	4	50	---	---	---	---	---
Nonparticipants	61	56	92	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Special Education	Yes	4	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---
No Information Provided	62	57	92	---	---	---	---	---	---
Gifted/Talented	Participants	20	20	100	---	---	---	---	---
Nonparticipants	3	---	---	---	---	---	---	---	---
No Information Provided	46	38	83	---	---	---	---	---	---
At-Risk	Yes	24	15	63	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---
No Information Provided	45	45	100	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 5 Reading

District: 061-901 DENTON ISD  
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
 Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	67	66	99	---	---	---	---	---	---
Male	33	33	100	---	---	---	---	---	---
Female	34	33	97	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	13	13	100	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	49	48	98	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	9	9	100	---	---	---	---	---
	No	58	57	98	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	67	66	99	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	67	66	99	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		4	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---
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		62	61	98	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	67	66	99	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	3	---	---	---	---	---	---	---
	Nonparticipants	64	63	98	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	6	5	83	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	61	61	100	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	55	54	98	---	---	---	---	---
At-Risk	Yes	31	30	97	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	36	36	100	---	---	---	---	---





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 5 Mathematics

District: 061-901 DENTON ISD  
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	67	65	97	---	---	---	---	---	---
Male	33	32	97	---	---	---	---	---	---
Female	34	33	97	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	13	12	92	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	49	48	98	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	9	8	89	---	---	---	---	---
	No	58	57	98	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	67	65	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	67	65	97	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		4	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---
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		62	60	97	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	67	65	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	3	---	---	---	---	---	---	---
	Nonparticipants	64	62	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	6	4	67	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	61	61	100	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	55	53	96	---	---	---	---	---
At-Risk	Yes	31	29	94	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	36	36	100	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 5 Science

District: 061-901 DENTON ISD  
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2022  
 Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	67	63	94	---	---	---	---	---	---
Male	33	32	97	---	---	---	---	---	---
Female	34	31	91	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	13	12	92	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	49	47	96	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	9	8	89	---	---	---	---	---
	No	58	55	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	67	63	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	67	63	94	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		4	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---
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		62	60	97	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	67	63	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	3	---	---	---	---	---	---	---
	Nonparticipants	64	62	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	6	4	67	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	61	59	97	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	55	51	93	---	---	---	---	---
At-Risk	Yes	31	27	87	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	36	36	100	---	---	---	---	---

# **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: DENTON ISD**

**Campus Name: DOROTHY P ADKINS EL**

**Campus Number: 061901126**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	68%	<b>80%</b>	100%	77%	78%	-	*	-	-	40%	80%	77%	92%	80%	86%
	2019	76%	77%	<b>90%</b>	80%	86%	91%	*	*	-	-	75%	*	90%	88%	50%	*
At Meets Grade Level or Above	2021	39%	38%	<b>50%</b>	80%	38%	49%	-	*	-	-	20%	40%	51%	46%	40%	29%
	2019	45%	45%	<b>59%</b>	40%	43%	62%	*	*	-	-	63%	*	59%	59%	17%	*
At Masters Grade Level	2021	19%	19%	<b>29%</b>	60%	23%	27%	-	*	-	-	0%	0%	26%	38%	40%	29%
	2019	27%	27%	<b>38%</b>	20%	43%	38%	*	*	-	-	25%	*	33%	53%	0%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	63%	<b>74%</b>	40%	54%	82%	-	*	-	-	40%	80%	74%	77%	40%	57%
	2019	79%	80%	<b>90%</b>	80%	71%	92%	*	*	-	-	63%	*	90%	88%	33%	*
At Meets Grade Level or Above	2021	31%	29%	<b>30%</b>	20%	0%	40%	-	*	-	-	20%	40%	30%	31%	20%	14%
	2019	49%	49%	<b>62%</b>	40%	43%	64%	*	*	-	-	50%	*	63%	59%	17%	*
At Masters Grade Level	2021	14%	12%	<b>6%</b>	20%	0%	7%	-	*	-	-	0%	0%	6%	8%	0%	14%
	2019	25%	24%	<b>31%</b>	0%	14%	34%	*	*	-	-	13%	*	37%	12%	0%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	61%	<b>71%</b>	*	57%	78%	-	*	-	*	43%	*	73%	65%	*	60%
	2019	75%	77%	<b>83%</b>	-	100%	81%	-	75%	-	-	45%	*	81%	86%	*	71%
At Meets Grade Level or Above	2021	36%	33%	<b>39%</b>	*	21%	45%	-	*	-	*	14%	*	41%	35%	*	40%
	2019	44%	47%	<b>60%</b>	-	67%	57%	-	75%	-	-	36%	*	57%	64%	*	57%
At Masters Grade Level	2021	17%	16%	<b>22%</b>	*	7%	27%	-	*	-	*	14%	*	24%	15%	*	0%
	2019	22%	23%	<b>30%</b>	-	33%	23%	-	75%	-	-	0%	*	26%	36%	*	43%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	62%	<b>80%</b>	*	50%	88%	-	*	-	*	86%	*	82%	75%	*	60%
	2019	75%	81%	<b>83%</b>	-	100%	78%	-	100%	-	-	55%	*	81%	86%	*	86%
At Meets Grade Level or Above	2021	36%	36%	<b>41%</b>	*	36%	43%	-	*	-	*	57%	*	43%	35%	*	40%
	2019	48%	54%	<b>55%</b>	-	67%	48%	-	88%	-	-	27%	*	58%	50%	*	57%
At Masters Grade Level	2021	21%	20%	<b>25%</b>	*	21%	24%	-	*	-	*	14%	*	22%	30%	*	20%
	2019	28%	34%	<b>41%</b>	-	67%	31%	-	75%	-	-	9%	*	37%	46%	*	57%
<b>Grade 4 Writing</b>																	

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	53%	<b>59%</b>	*	36%	65%	-	*	-	*	43%	*	67%	40%	*	40%
	2019	67%	72%	<b>84%</b>	-	100%	79%	-	100%	-	-	50%	*	81%	89%	*	86%
At Meets Grade Level or Above	2021	27%	26%	<b>29%</b>	*	14%	31%	-	*	-	*	29%	*	31%	25%	*	40%
	2019	35%	40%	<b>56%</b>	-	56%	53%	-	75%	-	-	30%	*	56%	56%	*	43%
At Masters Grade Level	2021	8%	7%	<b>9%</b>	*	0%	12%	-	*	-	*	14%	*	10%	5%	*	0%
	2019	11%	13%	<b>20%</b>	-	22%	15%	-	50%	-	-	0%	*	16%	26%	*	14%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>96%</b>	100%	82%	98%	*	*	-	-	88%	80%	94%	100%	50%	*
	2019	86%	91%	<b>98%</b>	*	92%	100%	-	*	-	*	*	*	98%	100%	100%	100%
At Meets Grade Level or Above	2021	46%	46%	<b>75%</b>	80%	45%	78%	*	*	-	-	88%	40%	76%	71%	33%	*
	2019	54%	63%	<b>78%</b>	*	62%	84%	-	*	-	*	*	*	83%	67%	0%	40%
At Masters Grade Level	2021	30%	31%	<b>49%</b>	20%	18%	55%	*	*	-	-	38%	20%	52%	43%	17%	*
	2019	29%	35%	<b>37%</b>	*	23%	42%	-	*	-	*	*	*	43%	24%	0%	0%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	72%	<b>99%</b>	100%	91%	100%	*	*	-	-	88%	100%	98%	100%	83%	*
	2019	90%	94%	<b>98%</b>	*	92%	100%	-	*	-	*	*	*	100%	95%	100%	100%
At Meets Grade Level or Above	2021	44%	46%	<b>79%</b>	80%	55%	82%	*	*	-	-	75%	60%	80%	76%	50%	*
	2019	58%	65%	<b>75%</b>	*	69%	74%	-	*	-	*	*	*	81%	62%	20%	40%
At Masters Grade Level	2021	25%	26%	<b>52%</b>	40%	36%	53%	*	*	-	-	13%	60%	54%	48%	33%	*
	2019	36%	43%	<b>44%</b>	*	23%	49%	-	*	-	*	*	*	50%	33%	0%	20%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	62%	<b>93%</b>	80%	82%	96%	*	*	-	-	88%	80%	92%	95%	50%	*
	2019	75%	79%	<b>90%</b>	*	77%	93%	-	*	-	*	*	*	90%	90%	40%	60%
At Meets Grade Level or Above	2021	31%	30%	<b>59%</b>	40%	45%	63%	*	*	-	-	63%	60%	58%	62%	33%	*
	2019	49%	54%	<b>67%</b>	*	77%	65%	-	*	-	*	*	*	69%	62%	20%	40%
At Masters Grade Level	2021	13%	12%	<b>28%</b>	40%	0%	29%	*	*	-	-	25%	40%	30%	24%	33%	*
	2019	24%	27%	<b>32%</b>	*	23%	35%	-	*	-	*	*	*	31%	33%	0%	20%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	69%	<b>82%</b>	75%	64%	86%	*	92%	-	83%	67%	86%	82%	81%	58%	58%
	2019	78%	81%	<b>89%</b>	88%	90%	89%	*	94%	-	100%	57%	91%	89%	90%	59%	78%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	42%	<b>51%</b>	54%	31%	54%	*	71%	-	17%	49%	51%	51%	49%	30%	32%
	2019	50%	54%	<b>63%</b>	63%	63%	63%	*	76%	-	56%	37%	52%	65%	59%	21%	43%
At Masters Grade Level	2021	18%	18%	<b>28%</b>	32%	13%	30%	*	50%	-	0%	16%	24%	28%	27%	20%	18%
	2019	24%	26%	<b>34%</b>	19%	30%	33%	*	65%	-	33%	7%	22%	34%	33%	8%	25%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	71%	<b>83%</b>	91%	71%	85%	*	89%	-	*	60%	86%	82%	85%	60%	67%
	2019	75%	78%	<b>90%</b>	86%	93%	90%	*	83%	-	*	61%	100%	90%	91%	67%	79%
At Meets Grade Level or Above	2021	45%	46%	<b>55%</b>	73%	34%	58%	*	78%	-	*	45%	43%	56%	52%	27%	33%
	2019	48%	52%	<b>65%</b>	57%	59%	66%	*	67%	-	*	43%	56%	66%	64%	20%	43%
At Masters Grade Level	2021	18%	19%	<b>33%</b>	36%	16%	37%	*	56%	-	*	20%	14%	34%	31%	20%	20%
	2019	21%	24%	<b>35%</b>	14%	31%	34%	*	58%	-	*	9%	11%	34%	36%	13%	21%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	67%	<b>84%</b>	64%	63%	90%	*	100%	-	*	75%	93%	84%	85%	67%	60%
	2019	82%	85%	<b>90%</b>	86%	90%	89%	*	100%	-	*	61%	89%	90%	89%	60%	79%
At Meets Grade Level or Above	2021	37%	37%	<b>50%</b>	45%	29%	56%	*	67%	-	*	55%	64%	51%	50%	40%	27%
	2019	52%	55%	<b>63%</b>	57%	62%	61%	*	92%	-	*	35%	44%	67%	56%	20%	43%
At Masters Grade Level	2021	18%	16%	<b>28%</b>	27%	18%	29%	*	56%	-	*	10%	29%	27%	31%	20%	20%
	2019	26%	29%	<b>39%</b>	14%	34%	37%	*	83%	-	*	9%	33%	41%	33%	7%	36%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	61%	<b>59%</b>	*	36%	65%	-	*	-	*	43%	*	67%	40%	*	40%
	2019	68%	74%	<b>84%</b>	-	100%	79%	-	100%	-	-	50%	*	81%	89%	*	86%
At Meets Grade Level or Above	2021	30%	32%	<b>29%</b>	*	14%	31%	-	*	-	*	29%	*	31%	25%	*	40%
	2019	38%	44%	<b>56%</b>	-	56%	53%	-	75%	-	-	30%	*	56%	56%	*	43%
At Masters Grade Level	2021	9%	9%	<b>9%</b>	*	0%	12%	-	*	-	*	14%	*	10%	5%	*	0%
	2019	14%	17%	<b>20%</b>	-	22%	15%	-	50%	-	-	0%	*	16%	26%	*	14%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	71%	<b>93%</b>	80%	82%	96%	*	*	-	-	88%	80%	92%	95%	50%	*
	2019	81%	84%	<b>90%</b>	*	77%	93%	-	*	-	*	*	*	90%	90%	40%	60%
At Meets Grade Level or Above	2021	44%	43%	<b>59%</b>	40%	45%	63%	*	*	-	-	63%	60%	58%	62%	33%	*
	2019	54%	58%	<b>67%</b>	*	77%	65%	-	*	-	*	*	*	69%	62%	20%	40%
At Masters Grade Level	2021	20%	17%	<b>28%</b>	40%	0%	29%	*	*	-	-	25%	40%	30%	24%	33%	*
	2019	25%	27%	<b>32%</b>	*	23%	35%	-	*	-	*	*	*	31%	33%	0%	20%

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	61	<b>64</b>	-	72	61	-	75	-	-	50	*	67	60	*	86
	2018	63	63	<b>57</b>	*	44	59	-	*	-	*	*	*	58	55	*	*
Grade 4 Mathematics	2019	65	73	<b>69</b>	-	78	63	-	94	-	-	67	*	68	70	*	93
	2018	65	67	<b>77</b>	*	60	81	-	*	-	*	60	*	75	85	*	*
Grade 5 ELA/Reading	2019	81	84	<b>82</b>	*	90	84	-	*	-	*	*	*	82	83	100	80
	2018	80	82	<b>92</b>	*	86	94	-	*	-	-	100	*	93	91	83	*
Grade 5 Mathematics	2019	83	89	<b>82</b>	*	90	78	-	*	-	*	*	*	81	83	90	90
	2018	81	83	<b>88</b>	*	100	87	-	*	-	-	90	*	89	88	100	100
All Grades Both Subjects	2019	69	70	<b>74</b>	*	83	71	-	83	-	92	62	85	75	72	86	88
	2018	69	70	<b>80</b>	100	71	82	-	75	-	50	81	100	79	84	88	80
All Grades ELA/Reading	2019	68	69	<b>73</b>	*	82	71	-	70	-	*	58	80	75	69	89	83
	2018	69	70	<b>77</b>	100	63	80	-	*	-	*	82	*	76	80	72	67
All Grades Mathematics	2019	70	72	<b>75</b>	*	84	70	-	95	-	*	65	90	75	75	83	92
	2018	70	70	<b>83</b>	100	78	84	-	*	-	*	80	*	82	86	100	89

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.



Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	69%	<b>82%</b>	-	-	-	-	-	-	54%	59%	-	33%	*	83%	58%	-
	2019	78%	81%	<b>89%</b>	-	-	-	-	-	-	71%	71%	-	-	-	-	71%	-
At Meets Grade Level or Above	2021	41%	42%	<b>51%</b>	-	-	-	-	-	-	26%	28%	-	17%	*	52%	32%	-
	2019	50%	54%	<b>63%</b>	-	-	-	-	-	-	32%	32%	-	-	-	-	32%	-
At Masters Grade Level	2021	18%	18%	<b>28%</b>	-	-	-	-	-	-	17%	21%	-	0%	*	28%	18%	-
	2019	24%	26%	<b>34%</b>	-	-	-	-	-	-	21%	21%	-	-	-	-	21%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	71%	<b>83%</b>	-	-	-	-	-	-	64%	67%	-	*	*	84%	67%	-
	2019	75%	78%	<b>90%</b>	-	-	-	-	-	-	70%	70%	-	-	-	-	70%	-
At Meets Grade Level or Above	2021	45%	46%	<b>55%</b>	-	-	-	-	-	-	29%	33%	-	*	*	57%	33%	-
	2019	48%	52%	<b>65%</b>	-	-	-	-	-	-	30%	30%	-	-	-	-	30%	-
At Masters Grade Level	2021	18%	19%	<b>33%</b>	-	-	-	-	-	-	21%	25%	-	*	*	35%	20%	-
	2019	21%	24%	<b>35%</b>	-	-	-	-	-	-	20%	20%	-	-	-	-	20%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	67%	<b>84%</b>	-	-	-	-	-	-	57%	58%	-	*	*	86%	60%	-
	2019	82%	85%	<b>90%</b>	-	-	-	-	-	-	70%	70%	-	-	-	-	70%	-
At Meets Grade Level or Above	2021	37%	37%	<b>50%</b>	-	-	-	-	-	-	21%	17%	-	*	*	52%	27%	-
	2019	52%	55%	<b>63%</b>	-	-	-	-	-	-	30%	30%	-	-	-	-	30%	-
At Masters Grade Level	2021	18%	16%	<b>28%</b>	-	-	-	-	-	-	14%	17%	-	*	*	29%	20%	-
	2019	26%	29%	<b>39%</b>	-	-	-	-	-	-	30%	30%	-	-	-	-	30%	-
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	61%	<b>59%</b>	-	-	-	-	-	-	*	*	-	*	*	61%	40%	-
	2019	68%	74%	<b>84%</b>	-	-	-	-	-	-	80%	80%	-	-	-	-	80%	-
At Meets Grade Level or Above	2021	30%	32%	<b>29%</b>	-	-	-	-	-	-	*	*	-	*	*	28%	40%	-
	2019	38%	44%	<b>56%</b>	-	-	-	-	-	-	40%	40%	-	-	-	-	40%	-
At Masters Grade Level	2021	9%	9%	<b>9%</b>	-	-	-	-	-	-	*	*	-	*	*	9%	0%	-
	2019	14%	17%	<b>20%</b>	-	-	-	-	-	-	20%	20%	-	-	-	-	20%	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	71%	<b>93%</b>	-	-	-	-	-	-	*	*	-	-	-	96%	*	-
	2019	81%	84%	<b>90%</b>	-	-	-	-	-	-	*	*	-	-	-	-	*	-
At Meets Grade Level or Above	2021	44%	43%	<b>59%</b>	-	-	-	-	-	-	*	*	-	-	-	60%	*	-
	2019	54%	58%	<b>67%</b>	-	-	-	-	-	-	*	*	-	-	-	-	*	-
At Masters Grade Level	2021	20%	17%	<b>28%</b>	-	-	-	-	-	-	*	*	-	-	-	28%	*	-
	2019	25%	27%	<b>32%</b>	-	-	-	-	-	-	*	*	-	-	-	-	*	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	94%	<b>99%</b>	100%	97%	99%	* 100%	-	100%	95%	100%	99%	98%	100%	100%	100%
Included in Accountability	83%	89%	<b>96%</b>	100%	88%	98%	* 100%	-	100%	90%	100%	97%	93%	100%	100%	100%
Not Included in Accountability: Mobile	3%	4%	<b>3%</b>	0%	10%	1%	* 0%	-	0%	5%	0%	2%	5%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	<b>1%</b>	0%	3%	1%	* 0%	-	0%	5%	0%	1%	2%	0%	0%	0%
Absent	2%	1%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	<b>1%</b>	0%	3%	1%	* 0%	-	0%	5%	0%	1%	2%	0%	0%	0%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	* 100%	-	100%	99%	100%	99%	99%	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	100%	87%	97%	* 100%	-	100%	90%	100%	96%	95%	100%	77%	77%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	0%	13%	2%	* 0%	-	0%	9%	0%	3%	5%	0%	23%	23%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	* 0%	-	0%	1%	0%	1%	1%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	1%	0%	0%	1%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	99.0%	<b>99.6%</b>	99.8%	99.6%	99.6%		* 99.7%	*	*	99.7%	99.2%	99.7%
2018-19	95.4%	96.2%	<b>97.1%</b>	98.1%	96.8%	97.1%		* 96.9%	*	*	96.6%	96.1%	96.8%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	3.5%	<b>0.0%</b>	0.0%	0.0%	0.0%		* 0.0%	*	*	0.0%	0.0%	0.0%
2018-19	11.4%	6.9%	<b>1.7%</b>	0.0%	6.8%	1.1%		* 0.0%	*	*	6.9%	11.5%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2017</b>													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	-	-	2,096	360,220
<b>By Ethnicity:</b>				
African American	-	-	378	44,729
Hispanic	-	-	631	184,060
White	-	-	950	105,215
American Indian	-	-	11	1,226
Asian	-	-	91	17,126
Pacific Islander	-	-	4	557
Two or More Races	-	-	31	7,307
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	952
Foundation H.S. Program (No Endorsement)	-	-	212	49,535
Foundation H.S. Program (Endorsement)	-	-	50	15,689
Foundation H.S. Program (DLA)	-	-	1,831	292,532
Special Education Graduates	-	-	178	29,018
Economically Disadvantaged Graduates	-	-	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	152	29,639
At-Risk Graduates	-	-	484	148,836

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	422	100.0%	30,189	5,359,040	435	100.0%	30,267	5,371,586
<b>Students by Grade:</b>								
Early Childhood Education	4	0.9%	0.1%	0.3%	17	3.9%	0.3%	0.4%
Pre-Kindergarten	23	5.5%	3.2%	3.7%	23	5.3%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	3	0.7%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	20	4.7%	2.4%	3.2%				
Kindergarten	53	12.6%	6.8%	6.7%	53	12.2%	6.8%	6.7%
Grade 1	73	17.3%	7.0%	7.1%	73	16.8%	7.0%	7.1%
Grade 2	58	13.7%	7.3%	7.1%	58	13.3%	7.3%	7.1%
Grade 3	69	16.4%	6.9%	7.1%	69	15.9%	6.9%	7.1%
Grade 4	71	16.8%	7.3%	7.2%	71	16.3%	7.3%	7.2%
Grade 5	71	16.8%	7.0%	7.4%	71	16.3%	7.0%	7.4%
Grade 6	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
<b>Ethnic Distribution:</b>								
African American	23	5.5%	18.5%	12.7%	23	5.3%	18.5%	12.7%
Hispanic	83	19.7%	33.7%	52.9%	85	19.5%	33.7%	52.9%
White	285	67.5%	41.2%	26.5%	296	68.0%	41.2%	26.5%
American Indian	3	0.7%	0.5%	0.3%	3	0.7%	0.5%	0.3%
Asian	22	5.2%	3.3%	4.7%	22	5.1%	3.3%	4.7%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	6	1.4%	2.7%	2.7%	6	1.4%	2.7%	2.7%
<b>Sex:</b>								
Female	221	52.4%	48.9%	48.9%	226	52.0%	48.9%	48.9%
Male	201	47.6%	51.1%	51.1%	209	48.0%	51.1%	51.1%
Economically Disadvantaged	58	13.7%	47.8%	60.3%	63	14.5%	47.8%	60.2%
Non-Educationally Disadvantaged	364	86.3%	52.2%	39.7%	372	85.5%	52.2%	39.8%
Section 504 Students	36	8.5%	10.8%	7.2%	36	8.3%	10.8%	7.2%
EB Students/EL	45	10.7%	16.0%	20.7%	45	10.3%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.1%	1.2%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	25	5.9%	6.4%	4.5%	25	5.7%	6.4%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	1	0.2%	1.6%	1.1%	1	0.2%	1.6%	1.1%
Immigrant	5	1.2%	1.4%	2.0%	5	1.1%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	0.2%	30.4%	64.5%	1	0.2%	30.5%	64.5%
Military Connected	3	0.7%	0.9%	2.7%	3	0.7%	0.9%	2.7%
At-Risk	62	14.7%	30.2%	49.2%	62	14.3%	30.1%	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	44	10.4%	17.0%	21.0%	44	10.1%	16.9%	20.9%
Gifted and Talented Education	61	14.5%	10.3%	8.3%	61	14.0%	10.2%	8.3%
Special Education	45	10.7%	12.4%	11.1%	58	13.3%	12.5%	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	45							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	34.8%	42.5%				
Students with Physical Disabilities	20	44.4%	24.6%	21.3%				
Students with Autism	*	*	11.3%	14.1%				
Students with Behavioral Disabilities	12	26.7%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	24	6.6%	13.5%	13.8%				
By Ethnicity:								
African American	0	0.0%	4.1%	2.8%				
Hispanic	5	1.4%	4.1%	7.1%				
White	12	3.3%	4.5%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	6	1.6%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	1	2.4%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	5	17.9%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	2	6.9%	18.2%	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	68	17.0%	17.5%	16.6%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	1.5%	1.2%	1.4%	0.0%	5.3%	4.8%
Grade 1	0.0%	0.8%	1.9%	0.0%	0.7%	3.2%
Grade 2	0.0%	0.1%	1.0%	0.0%	1.1%	1.4%
Grade 3	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.2%	8.3%	0.3%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.7%	0.4%
Grade 9	-	0.9%	4.7%	-	0.7%	7.8%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	13.3	16.1	17.7
Grade 1	18.3	16.2	18.0
Grade 2	19.3	17.4	18.0
Grade 3	17.3	16.8	18.2
Grade 4	17.8	17.5	18.3
Grade 5	17.8	17.6	19.8
Grade 6	-	20.0	19.4
<b>Secondary:</b>			
English/Language Arts	-	18.7	15.7
Foreign Languages	-	19.0	17.8
Mathematics	-	20.6	16.9
Science	-	20.9	17.9
Social Studies	-	21.6	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	53.5	100.0%	100.0%	100.0%
Professional Staff:	45.6	85.2%	73.5%	64.3%
Teachers	36.8	68.8%	57.6%	49.6%
Professional Support	7.8	14.5%	12.3%	10.6%
Campus Administration (School Leadership)	1.0	1.9%	2.9%	3.0%
Educational Aides:	7.9	14.8%	10.9%	10.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	32.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	1.0	n/a	89.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	4.5	8.4%	30.3%	51.5%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	8.3%	11.1%
Hispanic	2.0	5.4%	14.4%	28.4%
White	34.8	94.6%	74.0%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	2.7%	25.2%	23.8%
Females	35.8	97.3%	74.8%	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.2%	1.2%
Bachelors	29.3	79.6%	68.2%	73.0%
Masters	7.5	20.4%	29.9%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	4.0	10.9%	9.0%	6.7%
1-5 Years Experience	10.0	27.2%	30.4%	27.8%
6-10 Years Experience	6.0	16.3%	19.4%	20.3%
11-20 Years Experience	11.5	31.2%	30.2%	29.1%
21-30 Years Experience	3.3	9.0%	9.5%	13.0%
Over 30 Years Experience	2.0	5.4%	1.6%	3.1%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	11.5	n/a	12.7	14.5

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	8.1	6.4
Average Years Experience of Principals with District	3.0	7.3	5.5
Average Years Experience of Assistant Principals	0.0	6.0	5.5
Average Years Experience of Assistant Principals with District	0.0	5.3	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	12.6	9.8	11.2
Average Years Experience of Teachers with District:	6.8	5.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$55,575	\$55,806	\$50,849
1-5 Years Experience	\$57,162	\$57,159	\$53,288
6-10 Years Experience	\$59,910	\$59,581	\$56,282
11-20 Years Experience	\$62,216	\$62,201	\$59,900
21-30 Years Experience	\$59,190	\$65,442	\$64,637
Over 30 Years Experience	\$63,293	\$74,857	\$69,974
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,532	\$60,097	\$57,641
Professional Support	\$67,152	\$69,580	\$68,030
Campus Administration (School Leadership)	\$97,320	\$87,688	\$83,424
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	71.5%	64.6%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.3	0.8%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	5.0%	5.1%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted and Talented Education	1.0	2.7%	1.0%	1.8%
Regular Education	33.5	91.0%	77.2%	71.0%
Special Education	2.0	5.4%	6.4%	9.4%
Other	0.0	0.0%	6.6%	3.6%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**DOROTHY P ADKINS EL (061901126) - DENTON ISD - DENTON COUNTY**

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)



**Denton Independent School District**  
**Blanton Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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

## Our Commitment

We value developing relationships with students and our school community as the foundation for learning. We commit to:

- Using data analysis to target specific areas of need
- Engaging in research-based staff development opportunities
- Ensuring continuous student improvement through the use of a variety of formative assessment tools
- Meeting individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- Enjoying the journey!

**Building Dreams**

**Empowering Minds**

**Strengthening our Community**

**Blanton Elementary School**

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 Outcomes 16
- 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 17
- 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 28
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Established - 2008

Mascot - Knight

Colors - Blue and White

Motto - Grow, Care, Serve

The overall campus demographics are:

- Enrollment is 528 students in grades PK-5. The student population is stable even with additional homes built in the school's attendance zone.
- This is a neighborhood school with most students living within walking distance of the campus.
- A Pre-K program was added for 20-21 school year which provided a unique opportunity to help the youngest students to be Kindergarten ready. It has been a success with high enrollment. The program has grown to two classrooms for the 2021-22 school year. Pre-K enrollment will stay about the same for the 2022-23 school year.
- The economically disadvantaged rate has increased in the past year. Due to COVID-19, the number of "at risk" students has also increased leading to additional supports for students who are at risk.
- Due to COVID-19, free breakfast and lunch was available for all students.

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/20/2022)	Count	Percent
<b>Gender</b>		
Female	243	48.89%
Male	254	51.11%
<b>Ethnicity</b>		
Hispanic-Latino	71	14.29%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	19	3.82%
Black - African American	24	4.83%
Native Hawaiian - Pacific Islander	1	0.20%

White	362	72.84%
Two-or-More	20	4.02%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/20/2022)	Count	Percent
Dyslexia	36	7.24%
Gifted and Talented	52	10.46%
Regional Day School Program for the Deaf	0	0.00%
Section 504	44	8.85%
Special Education (SPED)	51	10.26%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	24	4.83%
Bilingual	0	0.00%
English as a Second Language (ESL)	24	4.83%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

### Demographics Strengths

- Blanton Elementary has a consistent population, which has created stability for instructional interventions that can be built on each year.
- The Blanton Leadership Team meets regularly to analyze data in relation to campus goals, provide feedback of strengths and needs from individual teams, and implement the campus improvement plan.
- Throughout this school year, COVID-19 protocols were lifted. This allowed our school to resume regularly scheduled events such as in person PTA meetings, parent involvement in parties, and before/after school activities.
- Blanton continues to implement Restorative Practices leading to increased relationships between students and teachers, and a sense of well-being. It has built community within individual classrooms. Behavioral referrals are minimal at our campus leading to increased learning time in the classroom.

- The Blanton staff feel supported when transitioning to a new grade level, campus, content area. Teams are supportive of one another and eagerly welcome new members. Professional development needs are identified by the Campus Leadership Team providing support to all staff members.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Due to the pandemic, our at risk population has increased. Campus teachers and staff need to continue to monitor those students. **Root Cause:** The COVID-19 pandemic increased the number of economically disadvantaged students.

# Student Learning

## Student Learning Summary

- Blanton staff sees the need to continue supporting students in attaining more than one year's growth in reading, writing, and math.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade-level teams are using the essential standards to guide instruction in interventions.
- Guided reading, small group work, and individual conferring have helped students to make academic gains in the past. These practices should continue to support students.
- Because Blanton does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- Our master schedule includes a dedicated intervention time for each grade level. This ensures the interventionist can pull students at a time where they will not miss Tier 1 instruction, comply with HB 4545, and also allow time for classroom teachers to provide Tier 2 instruction.

Student Achievement - Based on results from the 2021-2022 School Report Card

## Student Learning Strengths

- Student strengths and intervention needs are discussed with the Professional Learning Communities. The PLCs collaborate and share students to support the intervention needs.
- Assessment for Learning practices are used consistently to allow students to better understand the goal of the day's learning, their strengths, as well as their next steps in learning (goal-setting).
- Blanton's Vertical PLCs ensure alignment of essential learning standards for all students.
- Teachers meet regularly with small groups as well as individual conferring to support student growth.
- Data indicates that Blanton students learn to develop themselves, as well as the culture and climate of their classrooms. Restorative Practices and Guidance lessons from the Counselor are important tools to help our students develop and maintain a healthy well-being.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** We continue to have students with some learning gaps that occurred during the Covid pandemic. Also, because of high numbers of student and teacher absences this year during Covid spikes, we have lacked consistency with some of our intervention practices. **Root Cause:** Students developed gaps in their learning during the Covid Pandemic. Although this year has moved toward more normalcy, we still had Covid spikes during parts of the year that lead to higher than normal levels of absence among both students and teachers. Due to substitute shortages, teachers had to make adjustments, including absorbing classes with short notice at times.



# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment

- A master schedule is developed and monitored throughout the year with input from all staff members and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting. Staff PD on planning specific interventions.
- Staff is committed to Assessment for Learning strategies to ensure student success. Focus next year on Student goal setting and self-assessment.
- For the 2021-2022 school year, Blanton Elementary utilized the district Curriculum Department for professional learning in the area of Math Essential standards. 4th and 5th grades utilized Curriculum coordinators to work on ELA essential standards. In addition, Blanton Elementary utilized the Curriculum Department to support new teachers as well as those who have changed grade levels.
- Blanton has two sections of Pre-K Academy to support Pre-K students as they transition into Kindergarten.
- We were able to bring back school programs such as fine arts night, daddy-daughter dance, parents at the fun run, mother-son laser tag, etc.

### Technology

- Several Blanton staff members are Seesaw Ambassadors. These teachers provide additional support to staff members who are utilizing Seesaw as a digital learning platform for students this school year.
- Students are now 1-1 with Chromebooks to support learning in grades Kindergarten - 5th.
- Along with district technology support for classroom Promethean panels, Blanton staff have assistance in engaging all learners.
- Use of programs such as IStation, Lexia, Math STEMscopes, etc.

### School Context and Organization

- Blanton has a large number of teacher leaders on campus.
- Administrators communicate via newsletters with both staff and the community.
- Staff development is organized and meets the needs of the staff.

### Staff Quality, Recruitment, and Organization

- Blanton Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority.

- The use of mentors (on campus and district), professional development, and teacher placement based on strengths assist in teacher retention rates at Blanton.

## **School Processes & Programs Strengths**

### **Curriculum, Instruction, and Assessment**

- Use of district UBD and Birds Eye View documents to plan instruction and create consistency.
- Pre-assessments and formative assessments are used often to adapt the curriculum and meet the needs of each child.
- Assessment for Learning strategies provides clear learning targets, student self-assessment, and goal-setting.
- The use of Workshop model in all subjects allows for small group instruction/reteaching/enrichment, differentiated instruction, provide student choice, and collaboration.
- Intentional intervention time targets students' academic needs.
- MTSS team meets to provide support to at-risk learners.

### **Technology**

- Technology access is 1:1 for all students.
- Seesaw Ambassadors who are staff members provide Seesaw support to colleagues
- Higher engagement rate due to implementation of technology both at home as well as on campus.
- Students can be successful independently and demonstrate understanding and learning in a multitude of technology platforms.
- Promethean panels were installed in every classroom with staff support from the district.

### **School Context and Organization**

- Collaborative decision-making among staff.
- Staff is student focused on the whole child: socially, emotionally, and academically.
- Professional development opportunities are planned, meaningful, and able to be implemented smoothly.
- DISD Curriculum support for staff including mentoring new teachers, lab-based professional development, and feedback.
- Administrators have an open door policy for staff and all stakeholders.
- Regular communication between home and school has built positive and collaborative relationships.
- The campus Leadership team meets regularly to discuss strengths and needs.
- Restorative Practices focus on building relationships with and among students.

## Staff Quality, Recruitment, and Retention

- Consistent use of an interview team to evaluate and hire quality staff members.
- Support for new staff from teams, curriculum department, and administrators.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Due to HB 4545, 3-5th grades are not able to use our reading and math interventionist to intervene with children who are struggling. Since he is tied to HB 4545 regulations, he has no time to pull other groups and groupings of children are not fluid (we cannot add and take out kids based on current needs). Due to continuing work on math essential standards, we were not able to participate in trad **Root Cause:** HB 4545 Deepening our work on math essential standards.

# Perceptions

## Perceptions Summary

### Family and Community Involvement

- Parents are actively involved in many ways at Blanton Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, and making class books. etc. on Fridays.
- The Watch DOG program has resumed to help mentor and foster relationships with our students.
- During the enrollment process, background checks for volunteers are clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school and the campus believes this is a priority to continue.
- Several businesses from the community show their support by donating items for our teachers. In turn the staff tries to highlight those businesses on social media to thank them for the appreciation they bestowed on the teachers.
- Career day would not be a success without the engagement of businesses to share in their experiences and career pathways.

### School Culture and Climate

- Trust has been established between leadership and staff through PLCs, CLT, and staff meetings.
- Administrators publish a weekly parent newsletter highlighting campus events, student accomplishments, and various articles from staff members.
- Classroom teachers publish a consistent newsletter specific to their grade level.
- Social media, websites, and Seesaw are also utilized to keep the community informed of campus events and highlights.
- Teachers conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is provided for students through the campus counselor and nurse. The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- The counselor and nurse also provide access to resources for families with physical needs, such as glasses, immunizations, mental health needs such as counseling, parenting resources and health needs.
- Based on need, Blanton provides snacks (nutritional needs) and other resources to help families.
- The PAALs program are peer mentors from Guyer and are a valuable resource when it comes to meeting the social and emotional needs of some of the students.
- Administration will continue to meet with staff to establish their goals and the processes to meet them professionally and personally. The new staff will have a mentor teacher that they will also be partnered with to support them during the year.

## Perceptions Strengths

### Family and Community Involvement

- Blanton staff and parents value the partnership that has been established between home and school.
- Communication is consistent with student success as the goal.
- Parents are eager to volunteer and support the staff in multiple ways.

### School Culture and Climate

- Students and staff are recognized through various programs (Happy Camper ticket, Staff Self-Care activities, Staff Shout Outs, PTA recognition, staff games, and competitions) which leads to feelings of well-being and pride in school/job on the part of both staff and students.
- Enthusiasm among staff and students continues.
- Staff is involved with campus decisions leading to ownership of the mission and vision of the school. For example, teachers were surveyed about the qualities needed in a good administrator.
- Relationships are built by staff with students
- Staff feels they are a family and support one another professionally and personally.
- Staff trusts the administration to make good decisions.
- The Social Committee plays a key role in building relationships and enriching the community through celebrations, special events, and regular communication.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We currently utilize a district staff engagement survey, but find the questions and answers do not necessarily give specific insight to our staff's strengths and needs. We would like to have a better tool for measuring student engagement, beyond attendance. **Root Cause:** The root cause for staff is that we do not have control over the type of engagement tool the district sends out. For students, we do not feel that attendance is a complete indicator of engagement for all students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **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

#### **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
- 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 2023, Blanton Elementary School will focus on ensuring all students will be on level in reading with a minimum on level of:

Kindergarten - 90%

1st Grade - 85%

2nd Grade - 85%

3rd Grade - 90%

4th Grade - 90%

5th Grade - 95%

### **HB3 Guiding Outcome**

**Evaluation Data Sources:** Individual Reading Inventory - IRI

Developmental Reading Assessment - DRA

TPRI

TXKEA





Istation Comprehension

Unit of Study Reading Assessments



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers, specialists, and administrators will utilize PLC meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will utilize Seesaw as a digital learning platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will utilize the Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Reading Recovery Specialist and 1/2 Time Reading Interventionist - State Compensatory Education (SCE) - \$90,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All K-2 teachers will provide guided reading to all students with a systemic approach to exit students "on level" by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Students at "progressing" or "on-level" in Reading by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten, 1st Grade, 2nd Grade, Reading Recovery teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 100% of eligible HB4545 students will be served to close learning gaps by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 &amp; 5 and have increased student performance in literacy according to DMTSS monitoring, IRI EOY results, STAAR, common assessments and report card assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist, Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implementation of daily intervention/enrichment in reading for all students focused on the learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2023, all students will achieve at least a year's worth of growth in reading based on DRA, IRI, Report Card Assessments, and observation reports.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Interventionists, Special Education teachers, Special Program teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide continued professional development that supports best practice instructional strategies for reading, to include identifying essential standards and supporting new staff.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2023, all students will achieve at least a year's worth of growth in reading based on DRA, IRI, Report Card Assessments, and observation reports.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Campus Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
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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:** By May 2023, Blanton Elementary School will focus on ensuring at least one year's growth in reading for every student with a minimum growth of:

Kindergarten - 100%

1st Grade - 95%

2nd Grade - 100%

3rd Grade - 85%

4th Grade - 80%





5th Grade - 100%

#### HB3 Guiding Outcome

**Evaluation Data Sources:** Individual Reading Inventory - IRI  
Developmental Reading Assessment - DRA

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers, specialists, and administrators will utilize PLC meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
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<p><b>Strategy 3:</b> Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 3:** By May 2023, Blanton Elementary School will focus on ensuring all students will be on level in math. This will be evidenced by:

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

K - 5th Grades - 90% of students will end the year mastering grade level essential standards





**HB3 Guiding Outcome**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners.  <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth.  <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> K-2 teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be "on-level" according to the Primary Numeracy End of Year Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten, 1st Grade, 2nd Grade teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>



Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 100% of eligible HB4545 students will be served by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for math in grades 4 &amp; 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, Imagine Math, STAAR, common assessments and report card assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implementation of daily intervention/enrichment in math for all students focused on the learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2023, all students will achieve at least a year's worth of growth in math based on Imagine Math, Math STEMScopes, Report Card Assessments, and observation reports.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, Teachers, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide professional development that supports best practice instructional strategies for math essential standards using Mega Lab format.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2023, all students will achieve at least a year's worth of growth in math based on Imagine Math, Math STEMScopes, Report Card Assessments, and observation reports.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, administrators, Campus Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Teachers in 2nd - 5th Grades will utilize Imagine Math to identify intervention groups for essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be at Approaches or above on the EOY assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 4:** By May 2023, Blanton Elementary will focus on ensuring at least one year's growth in reading for every Pre-K student with a minimum of 90% of 4 year olds identified as Kindergarten ready.

**HB3 Guiding Outcome**

**Evaluation Data Sources:** Children's Learning Institute - CLI Engage

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Pre-K students will participate in daily Shared Reading. <b>Strategy's Expected Result/Impact:</b> Students will understand concepts of print, letter recognition, and letter sounds.  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Pre-K teacher will provide students with daily writing opportunities. <b>Strategy's Expected Result/Impact:</b> Students will be able to write stories, pictures, letters, and words to tell a story.  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
 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 5:** By May 2023, Blanton Elementary School will focus on ensuring all students will be on level in writing with a minimum of 90% of students achieving on level at EOY.

**HB3 Guiding Outcome**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives and Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade level teams will develop content SMART goals quarterly and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on-level for writing by the end of the year or have made a year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	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 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 2023, Blanton Elementary will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change and to ensure students succeed across various settings.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care activities, Staff Celebrations, Monthly Staff Challenges</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain and/or increase engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Blanton students will be provided with monthly guidance lessons on the Essential 8 through Second Step.</p> <p><b>Strategy's Expected Result/Impact:</b> Student increase their understanding of the Essential 8 and how it impacts their interactions with others.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students' increase engagement in school and grow socially-emotionally.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' sense of belonging through lunch-bunch, KORT, News media, PALS, peer welcoming committee, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continued learning and awareness for all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, specialists, counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Guiding Outcome 2: Culture & Climate**

In pursuit of excellence, we will:

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- \* 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 2:** By May 2023, Blanton staff will provide enrichment opportunities for students in the area of Fine Arts.

**Evaluation Data Sources:** Calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Blanton students will be provided enrichment opportunities through activities including, but not limited to Choir, 5th Grade Honor Choir, and Fine Arts opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Student interest in school will be increased due to enrichment in areas of interest.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Fine Arts teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Personnel for Blanton Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Ryal	Reading and Math Interventionist	NaN
Michelle Elizalde	Reading Recovery	NaN

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mandy Nabors	Assistant Principal
Administrator	Landon Turrubiarde	Principal
Classroom Teacher	Melissa McDonald	Teacher
Classroom Teacher	Melissa Argo	Teacher
Classroom Teacher	Becky Jones	Teacher
Classroom Teacher	Melissa Hooton	Teacher
Classroom Teacher	Kari Hawkins	Teacher
Classroom Teacher	Marissa Russell	Teacher
Non-classroom Professional	Stacey Gow	Counselor
Non-classroom Professional	Chris Ryal	Interventionist
Paraprofessional	Lindsay Smith	Library Paraprofessional
District-level Professional	Jennifer Hood	Elementary Math Coordinator
Parent	Ed Nejeschalaba	Parent
Community Representative	Katie Messerle	Community Member
Business Representative	Tanya Auerbach	Business
Classroom Teacher	Kathryn Jones	Teacher



# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Recovery Specialist and 1/2 Time Reading Interventionist		\$90,000.00
1	2	5	Reading Recovery Specialist and 1/2 Time Reading Interventionist		\$90,000.00
1	3	5	1/2 Time Math Interventionist		\$30,000.00
<b>Sub-Total</b>					<b>\$210,000.00</b>

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**BLANTON EL (061901122) - DENTON ISD - DENTON COUNTY**

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>94</b>	<b>A</b>
<b>Student Achievement</b>		<b>92</b>	<b>A</b>
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>91</b>	<b>A</b>
Academic Growth	84	91	<b>A</b>
Relative Performance (Eco Dis: 7.1%)	67	70	<b>C</b>
<b>Closing the Gaps</b>	<b>100</b>	<b>100</b>	<b>A</b>

### 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

**X ELA/Reading**

**X Mathematics**

**X Science**

Not Eligible **Social Studies**

**X Comparative Academic Growth**

**X Postsecondary Readiness**

**✓ Comparative Closing the Gaps**

**Denton Independent School District**

**E.P Rayzor Elementary**

**2022-2023 Campus Improvement Plan**



**E.P. RAYZOR**  
**ELEMENTARY**

# Mission Statement

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

## Vision

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

## Value Statement

### Values

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

EP Rayzor Elementary is a 20-year-old school in Lantana, TX with a student body of three-hundred and twenty-three students. EP Rayzor is one of three neighborhood schools in the Lantana Community with most families living within walking distance. The community supports the school financially through fundraising and through volunteering. The staff is comprised of seasoned teachers, a few new teachers, and a few new EP Rayzor teachers. EP Rayzor sees very little mobility from staff and students.

The school's population consists of:

15% Hispanic

6% Asian

5% Black-African American,

70% White

3% Multiple Races

8.74% economically disadvantaged

6.2% Emergent Bilinguals

5% Mobility Rate

13% Special Education

The school has a stable faculty with multiple years of experience, 83% of the staff have more than 5 years of experience. 73.9% of the staff have more than 11 years of experience.

### Demographics Strengths

- Strong community support with a low mobility rate for students and teachers.
- Overall staff feels staff retention is high, and training is offered ongoing throughout the year at the district and campus levels.
- The staff is willing to share information and support the learning of their peers.

- Most staff feels there is an abundance of support and new staff has expressed the need for a stronger onboarding process.
- Our attendance rate is around 97% and our mobility rate is low.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture. **Root Cause:** Lack of a diverse culture within the school and community.

# Student Learning

## Student Learning Summary

- Historically our students are successful on local and state assessments.
- Our area of focus is on supporting and ensuring that our students are making one year's worth of growth in reading, writing, and math.
- We use PRIME time during the day to ensure that students are receiving targeted interventions that address their specific learning deficits. Every grade level has a specific Prime Time to support students with additional intervention needs.
- Staff members work with our EXPO teacher to create PBLs or extensions for those students who have mastered the TEKS.
- As a staff, we have worked towards school-wide implementation of the Depth and Complexity framework to support deeper learning in all areas. We are moving towards our teachers taking over responsibility and providing these learning opportunities for those students.
- Grade level and vertical teams are using the essentials to guide instruction and intervention.

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>88</b>	<b>B</b>
<b>Student Achievement</b>		<b>92</b>	<b>A</b>
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>89</b>	<b>B</b>
Academic Growth	81	89	<b>B</b>
Relative Performance (Eco Dis: 8.8%)	67	70	<b>C</b>
<b>Closing the Gaps</b>	<b>82</b>	<b>79</b>	<b>C</b>

## Student Learning Strengths

- Collaboration with grade level and vertical teams during PLCs for planning, extending teacher learning, and reflection and reaction to student data.
- Use of student data to drive goal setting and planning for the next steps for students.
- Collaborating and sharing students to support intervention needs.
- Triangulation of data such as StemScopes, Primary Numeracy, Reading Inventory, Lexia, and I-Station to disaggregate and identify curriculum deficits and strengths.  
Consistent progress monitoring and documenting in MTSS and RTI helps us identify students from previous years/grade levels that need intervention and allows continuity of



instruction.

- We communicate regularly as staff and are aware of the importance of our student's growth regardless of where they are in academics. Growth is the goal, not just mastery.
- The use of DRA's, CLI engage, iStation, Primary Numeracy, Lexia, and formative assessments to gain information and show growth
- Collaborating and sharing students to support intervention needs.
- The use of Interventionists and Specialists to help support our at-risk learners as well as extend learning for our students who have mastered their learning.
- The use of assessment tools to determine conferring, small group lessons, and whole-group lessons.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** A viable, vertically aligned math curriculum and tool to effectively monitor a year's growth in math. **Root Cause:** Identifying a tool that measures a year's growth in math.

**Problem Statement 2:** We need a campus-wide focus on math instruction. **Root Cause:** District and campus focus on Language Arts as well as the use of district and outside coaches for support in the area of Language Arts only.

**Problem Statement 3 (Prioritized):** Additional intervention time and support are needed in Kinder-2nd Grade. **Root Cause:** No math interventionist in the K-2 grades and a heavy focus on language arts the last few years.

# School Processes & Programs

## School Processes & Programs Summary

- School and grade level committees are used for the hiring of staff members.
- Retaining high quality teachers is a priority.
- We utilize the Gallup Strength Finders for staff members to create strong teams utilizing an individual's strengths.
- Multiple opportunities are provided to staff members to participate and lead on committees that help drive the school. Team leaders meets monthly and the Campus Leadership Team meets four times a year to reflect on our progress as a school and evaluate when a change in direction is needed.
- Staff development is driven by our Assessment for Learning team who uses a variety of methods to "check the pulse" of the school, such as surveys, feedback, etc.
- Learning time is scheduled daily for our at-risk population to engage in small group targeted instruction during which time other students are receiving enrichment.
- PLC's are used to plan, implement curriculum, review, and reflect on student data in order to drive our instruction.
- Grade level and Vertical PLCs meet bi-weekly to ensure alignment of practices.
- Our Guidance Counselor provides grade-level lessons to students on coping skills for various challenges such as emotional needs and social interactions. The counselor meets with each grade level on going throughout the school year.

## School Processes & Programs Strengths

- High achievement in assessment results according to local data and state data
- Workshop Model used across grade levels in Language Arts and Math
- Units of Study curriculum used across grade levels in reading and writing
- Units of Study UOS Phonics in grades K-1 supports the reading and writing instruction
- The use of the Primary Numeracy Assessment for all K-2 students to identify and react to the gaps in mathematical skills
- Communication with staff and parents.
- Shared Community values
- Access to Chromebooks and iPads
- Online curriculum created and used at school and at home
- STAR (Stop, Think, Act Right) students are recognized daily and through hallway displays and the morning announcements
- Weekly Clubs decided by students' choice
- Multiple opportunities for students to participate in extracurricular activities, such as Running Club, STUCO, Choir, Art, STEAM, Yearbook
- Use of district UBD and Birds Eye View documents to plan instruction and create consistency
- Use of district UBD and Birds Eye View documents to plan instruction
- Pre-assessments and formative assessments are used often to adapt the curriculum and meet the need of each child
- On-going staff development provided by campus staff on the Assessment for Learning strategies providing clear learning targets, student self-assessment, and goal-setting
- On-going staff development on Depth and Complexity provided by campus staff
- Professional development opportunities are planned and based on the needs of the campus
- DISD Curriculum support for staff using district coaches to help support the implementation of best practices
- Technology access is 1:1 for all students
- The campus Leadership team meets regularly to discuss strengths and needs and evaluate progress on our action steps
- Regular communication between home and school has built positive and collaborative relationships
- Consistent use of an interview team to evaluate and hire quality staff members
- MTSS team meets to provide support to at-risk learners

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Acceleration of Learning for those students who have mastered the TEKS. **Root Cause:** Effective practices to extend student knowledge when they have mastered their essentials.

**Problem Statement 2:** Keeping up with technology and the use of technology to improve student learning. **Root Cause:** Training is needed for teachers and students for relevant programs. Time for the study of and implementation of new technology.

# Perceptions

## Perceptions Summary

- Our students, staff, and parents are highly engaged in our school.
- Attendance is high and equal among all student groups.
- There is no significant discrepancy in data regarding behavior and disciplinary patterns.
- There are a low number of office referrals.
- Our counselor is highly engaged and effective in proactively intervening with parents and students in preventing behavior difficulties.
- The counselor provides weekly classroom counseling lessons, small groups, and individual counseling to students and supports parents with multiple resources.
- Our parents are engaged in our school when it comes to extracurricular events.
- As a campus, we are working towards engaging our parents more in their child's academic needs and the school's academic needs.
- Our community is engaged in financially supporting our school.
- Parents are actively involved in supporting EP Rayzor through volunteering.
- We partner with Guyer P.A.L.S. to provide mentor support to students.
- Social media is frequently used to keep our community informed.
- The counselor and nurse provide support to students and families for their physical, health, and counseling needs.

## Perceptions Strengths

- Our counselor has done a fantastic job with lessons to facilitate the safe, welcoming atmosphere of the school.
- Front office staff/administrators are willing to jump in and help where and when needed.
- If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents and the Vice Principal. They create a plan of support for the student that will be used throughout the year.
- Parents trust our decisions because we base them on data.
- Parent-teacher conferences are held throughout the year to support students.
- The staff has high expectations for students and each other.
- The staff doesn't give up on kids.
- Opportunities for service projects in every grade level are focused to help our students understand the importance of giving back to the community.
- STAR notebook and guidance sessions help decrease the discipline and behavior issues
- Students feel a part of a school community through various programs and opportunities to grow such as Club Friday, Running Club, Student Council, Wolf News Team, Safety Patrol and more.
- Parents and PTA show our teachers strong support.
- The engagement survey showed that staff morale was high.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parental engagement in student learning **Root Cause:** Lack of parent understanding of how they can engage in students learning.

**Problem Statement 2:** The social and emotional needs of our students have increased. **Root Cause:** Change in the dynamics of home and school.

# Priority Problem Statements

**Problem Statement 3:** As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture.

**Root Cause 3:** Lack of a diverse culture within the school and community.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 2:** Acceleration of Learning for those students who have mastered the TEKS.

**Root Cause 2:** Effective practices to extend student knowledge when they have mastered their essentials.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 1:** Additional intervention time and support are needed in Kinder-2nd Grade.

**Root Cause 1:** No math interventionist in the K-2 grades and a heavy focus on language arts the last few years.

**Problem Statement 1 Areas:** Student Learning

# 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)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- 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:** By May 2023, EP Rayzor Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by: K-5th grade students showing a year's growth on the Math Inventory assessment.

### HB3 Guiding Outcome

**Evaluation Data Sources:** Math Inventory Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize 1/2 time Math Interventionist to provide support for math in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth on Common Assessments, STAAR, Math Inventory, Imagine Math, and Stemscoptes benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Restructured PLC's to allow for longer PLC blocks.</p> <p><b>Strategy's Expected Result/Impact:</b> Longer PLC blocks allow teachers to analyze student data, plan for intervention, plan for instruction and track student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers Interventionist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize the Math Inventory assessment to track student growth through Quantile measures.  <b>Strategy's Expected Result/Impact:</b> Every child will meet or exceed a year's growth in math.  <b>Staff Responsible for Monitoring:</b> Admin  Teachers  Interventionists</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will utilize the Math Interventionist and teachers to support HB 4545.  <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for math in grades 4 &amp; 5.  <b>Staff Responsible for Monitoring:</b> Teachers  Admin  Interventionist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide relevant professional development at staff meetings through the AFL team, district support, and support through our Solution Tree coach.  <b>Strategy's Expected Result/Impact:</b> Staff will have the needed tools to support their student's growth.  Growth on district assessments, Imagine Math and Math Inventory  <b>Staff Responsible for Monitoring:</b> Admin  Teachers  Interventionist  AFL Team</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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**Performance Objective 2:** By May of 2023, we are ensuring at least one year's growth in Reading for every student. This will be evidenced by: K-5th Grade students showing a year's worth of growth on the Reading Inventory assessment.

**HB3 Guiding Outcome**

**Evaluation Data Sources:** Reading Inventory (RI)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restructured PLCs to allow for longer PLC blocks.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will be monitored through PLC work to ensure a year's growth. Extended PLC time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth. Extended PLC time will allow for strong collaboration and 9 weeks planning that includes progress monitoring through pre and post-assessment practices.</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth on Common Assessments, DRA, TXKEA, TPRI, Report Card Writing Assessments, RI, Lexia, and I-Station.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist</p> <p><b>Funding Sources:</b> Lisa Hanley, Renee Clark - State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Using various methods, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and plan for intervention as well as enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth as identified on individual goal-setting data. Documenting planning for intervention and enrichment.</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Staff Members extend their learning by attending state and national training opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth on STAAR, TXKEA, TPRI, RI, MI, DRA, DRA 2, Lexia, I-station benchmarks, and Common Assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to utilize district and outside coaches to assist with planning, analyzing data, and implementation of best practices in Language Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth on benchmarks, TXKEA, TPRI, RI, Lexia and I-Station</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Administration, district personnel outside coaches</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Build a deeper understanding and learning of Depth and Complexity through the support of our AFL team and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ownership Growth on district assessments, TXKEA, TPRI, RI, Lexia, and Istation</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The campus will utilize the Reading Interventionist and teachers to support HB 4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for language arts in grades 4 &amp; 5.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist, Administrators, Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide relevant professional development at staff meetings through the AFL team, district support, and support through our Solution Tree coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have the needed tools to support their students.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

District assessments, TXKEA, TPRI, RI, Lexia, and Istation



No Progress



Accomplished



Continue/Modify



Discontinue

**Guiding Outcome 1: Teaching & Learning**





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**Performance Objective 3:** By May, 2023 EP Rayzor Elementary School will focus on ensuring 90% of Pre-K students will be Kindergarten ready, as evidenced by the CLI Engage progress monitoring tool.

**HB3 Guiding Outcome**

**Evaluation Data Sources:** CLI Engage

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PLC time on the district half days for our Pre-K teacher to meet with other Pre-K teachers in our zone to analyze student data and plan for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K students growth on the CLI Engage to support 90% of pre-k students ending the year Kindergarten ready.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionist Admin</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PLC time on the district half days for our Pre-K teacher to meet vertically with Kindergarten teachers to ensure vertical alignment from Pre-K to Kindergarten.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will end their Pre-K year Kindergarten ready.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin Interventionist</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





## Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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**Performance Objective 4:** By May 2023, 90% of students will be able to write on grade level, specifically with expository texts that are organized and structured for the purpose-showing evidence of elaboration using specific facts, details, text features, and examples of information.

**Evaluation Data Sources:** District Report Card assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PLC rotations were restructured to provide a longer amount of time for vertical teams and grade level teams to bring students writing and collaborate where students are in their writing. <b>Strategy's Expected Result/Impact:</b> Students on grade level in information text writing <b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of K-2 Language Arts coach as well as district coach to support teachers. <b>Strategy's Expected Result/Impact:</b> Students on grade level in informational text writing. <b>Staff Responsible for Monitoring:</b> Interventionist Admin Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will attend district Units of Study training days <b>Strategy's Expected Result/Impact:</b> Students will be on grade level in writing <b>Staff Responsible for Monitoring:</b> Teachers Interventionist Admin	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 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 2023, EP Rayzor will strive to maintain a safe, orderly, and well-maintained climate for learning and encourage participation by all members of the school community.

**Evaluation Data Sources:** Volunteer hours  
 Student survey  
 Community Engagement Survey  
 Culture and Climate Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize student performance and curriculum nights for PTA meetings to increase parental involvement. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement <b>Staff Responsible for Monitoring:</b> PTA	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize the Strengths Finder program for students and staff to increase collaboration and understanding of our strengths. <b>Strategy's Expected Result/Impact:</b> Increased awareness of individual strengths and team strengths <b>Staff Responsible for Monitoring:</b> New Staff and Fifth Grade students	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Differentiated learning paths and options for students who have shown mastery of their learning. <b>Strategy's Expected Result/Impact:</b> Increased number of students showing a year's growth or more in their learning at all levels. <b>Staff Responsible for Monitoring:</b> Administration Staff EXPO teacher	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities to bring in stakeholders(parents, community members, students, teachers) to discuss careers and help meet our college readiness standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Connections made with learning and real-life experiences and careers</p> <p><b>Staff Responsible for Monitoring:</b> PTA Administration Counselor Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Every Grade level will conduct a Community Service Project.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of the fulfillment of giving back to your community</p> <p><b>Staff Responsible for Monitoring:</b> Administration Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Create opportunities to raise cultural awareness and appreciation in our school through professional development to ensure all students have mirrors and windows.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and appreciation of other cultures</p> <p><b>Staff Responsible for Monitoring:</b> PTA Administration Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize the Watch D.O.G.S. program to promote the importance of positive male role models for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase male role models involvement on our campus Provide positive role models for our students</p> <p><b>Staff Responsible for Monitoring:</b> Admin Staff PTA</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Host a community feast in November to give back to our community members that support our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>



Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Through literature, we create opportunities for students to step into the shoes of other people so that students can become more empathetic to the cultures and those around them.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with opportunities through literature that teaches them about other cultures and diversity in the world around them.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Librarian</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Guiding Outcome 2:** . Culture & Climate

In pursuit of excellence, we will:

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- \* Effectively communicate achievements and recognitions to the Denton ISD community

**Performance Objective 2:** By May of 2023, 75% of parents and staff will participate in a campus survey with a goal of 80% of parents and staff reporting that they have been provided with opportunities to learn about effective social-emotional practices to support students.

**Evaluation Data Sources:** Google Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monthly Coffee with the Counselor sessions provided by the school counselor. Parents are invited in to learn about social-emotional practices that the counselor uses in guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a better understanding of the services and guidance provided by the school counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Once a month opportunities for staff to learn about social-emotional strategies at staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have a better understanding of tools they can use to support students' social-emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for E.P Rayzor Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 200

Brief Description of SCE Services and/or Programs

--

## Personnel for E.P Rayzor Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Hanley	Interventionist	NaN
Renee Clark	Reading Recovery	100

# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Lisa Hanley, Renee Clark		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

**Denton Independent School District**  
**Hawk Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

To create successful learners

## Vision

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

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

## Value Statement

Courageous

Collaborative

Connected

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Established ~ 2005

Mascot ~ Mavericks

Colors ~ Blue and Light Blue

Values ~ Courageous, Collaborative, Connected, Compassionate

The overall campus demographics are:

- Consistent enrollment of about 630 students for the last 3 years.
- Balanced ratio of females/males (50.42%/49.58%).
- The population consists of the following ethnicities: white 63.27%, Hispanic 19.70%, African America 5%, Asian 7.18%, Hawaiian/Pacific Islander 0.17%, and two or more 4.51%. The school has a gifted and talented program that is 8.68%.
- The Economically Disadvantaged percentage has steadily increased over the last 3 years.
- The campus is currently at 21.37% economically disadvantaged.
- The campus has both inclusion and self-contained special education classrooms.
- The campus has identified 14.19% of students with special education services.
- The at-risk population is at 15.69%.
- The campus has implemented 2 intervention times to address closing educational gaps.
- The campus needs to continue to hire diverse staff members to better reflect the school community.
- The Hawk interview committee needs to continue to seek highly qualified diverse staff members.
- New staff members feel the mentor program could be more intentional, especially the TAC grading/behavioral comments, intervention time/huddle schedule, and the process/options for classroom behavior redirection when it requires intervention beyond the classroom.
- Current staff members would value additional feedback on professional next steps
- K-2nd teachers would like to benefit from an on-campus literacy interventionist
- Need follow-up for professional development



## Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
<b>Gender</b>		
Female	302	50.42%
Male	297	49.58%
<b>Ethnicity</b>		
Hispanic-Latino	118	19.70%
<b>Race</b>		
American Indian - Alaskan Native	1	0.17%
Asian	43	7.18%
Black - African American	30	5.01%
Native Hawaiian - Pacific Islander	1	0.17%
White	379	63.27%
Two-or-More	27	4.51%

## Student Programs (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
Dyslexia	59	9.85%
Gifted and Talented	52	8.68%
Regional Day School Program for the Deaf	0	0.00%
Section 504	74	12.35%
Special Education (SPED)	85	14.19%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	39	6.51%
Bilingual	0	0.00%
English as a Second Language (ESL)	39	6.51%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

### Student Indicators (2021 - 2022 Fall PEIMS file loaded 01/20/2022)

	Count	Percent
At-Risk	94	15.69%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	1	0.17%
Intervention Indicator	50	8.35%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	6	1.0017%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	128	21.37%
Free Meals	68	11.35%
Reduced-Price Meals	4	0.67%
Other Economic Disadvantage	56	9.35%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	3	0.50%
Shelter	0	0.00%
Doubled Up	3	0.50%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.50%
Is Unaccompanied Youth	0	0.00%

\*PIEMS Data will be updated in January and will be added to the CIP.

### Demographics Strengths

- Mildred M. Hawk Elementary is a campus that has had a consistent enrollment of about 620 students for the last 3 years.
- Instructional interventions are able to be built upon due to the stability of the community.
- The economically disadvantaged rate has increased over the last 3 years. This increase has led to additional intentional interventions for those students who are at risk.
- The Hawk staff feels that there is a support system when transitioning to a new role or being a new staff member on campus.
- New staff feels supported, valued, and appreciated by the administration, support staff, and their teammates.

- Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)
- The district curriculum coordinators continue to provide instructional support and resources to strengthen campus growth.
- We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”.
- The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Staff feels supported in taking instructional risks that benefit student growth.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The campus needs a systematic method to provide learning opportunities about the diversity within the campus and community. **Root Cause:** Lack of understanding of the various cultures of our community

# Student Learning

## Student Learning Summary

- Due to the Pandemic, we continue to accelerate growth to make up for the loss of learning.
- Hawk staff sees the need to continue supporting students in attaining more than one year's growth in reading, writing, and math.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade-level teams are using the essential standards to guide instruction in interventions.
- Grade levels are creating common formative assessments to monitor the progress of the identified essential standards.
- Guided reading, small group work, and individual conferring have helped students to make academic gains. These practices continue to support students to attain more than a year's growth.
- Hawk does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- The master schedule grades 3-5 have a designated time, both in the morning and in the afternoon, to provide targeted intervention and enrichment for students
- Teachers and interventionists provide targeted instruction to address HB4545.

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>94</b>	<b>A</b>
<b>Student Achievement</b>		<b>92</b>	<b>A</b>
STAAR Performance	66	92	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>91</b>	<b>A</b>
Academic Growth	84	91	<b>A</b>
Relative Performance (Eco Dis: 21.4%)	66	80	<b>B</b>
<b>Closing the Gaps</b>	<b>100</b>	<b>100</b>	<b>A</b>

### 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

- X ELA/Reading
- X Mathematics
- X Science
- Not Eligible Social Studies
- X Comparative Academic Growth
- X Postsecondary Readiness
- ✓ Comparative Closing the Gaps

### **Student Learning Strengths**

- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Consistent use of assessment tools to determine conferencing, small group lessons, and whole group lessons.
- Collaborating with horizontal and vertical PLC teams.
- Continuous intentional discussions to determine the next steps for students.
- Collaborative goal setting with students in grade levels.
- Continuous professional development.
- Consistent Assessment for Learning practices.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Due to COVID 19 and closure, students in the primary grades at the time, missed phonological instruction.

# School Processes & Programs

## School Processes & Programs Summary

- Hawk Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority.
- The use of mentors, professional development, and teacher placement based on strengths assist in teacher retention rates at Hawk.
- The master schedule is developed and monitored throughout the year with input from all staff members and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently calibrate and review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting. Staff is committed to assessment for learning strategies to ensure student success.
- Hawk has a Pre-K academy to support Pre-K students as they transition into Kindergarten.
- Students are 1-1 with Chromebooks to support learning. Along with district technology support for classroom Promethean panels, Hawk staff consistently utilize the panels to engage all learners.
- In order to meet the needs of at-risk students and ensure the quality of instruction time matches their academic needs, teachers have appreciated the ability to navigate through the curriculum at a pace that meets the needs of their students.
- Our Counselor designs grade-level lessons to teach coping skills for various emotions, challenges, and social interactions. These weekly class lessons provide students with the opportunity to learn how to respectfully interact with each other.
- The district engagement coach provides professional development and activities that promote staff and student engagement.
- Regulation stations and Restorative Practice training have occurred for all Hawk staff members.

## School Processes & Programs Strengths

The programs and processes at Hawk Elementary have yielded many strengths. Processes and programs are evaluated continually by staff, administration, and the campus leadership team.

- Use of UBD and Birds Eye View to plan instruction and create consistency
  - Pre-assessments and common formative assessments are used to monitor essentials and adapt curriculum to meet students' needs.
  - Workshop model allows for differentiated instruction, provides choice, and collaboration opportunities
  - Intentional intervention time to target students' academic needs
  - Use of strategic learning partners
  - Daily intervention time in grades K-2nd and two intervention times in 3rd-5th.
  - Workshop model that allows for small group instruction/reteach/enrichment
  - Tutorials as needed
  - Collaborative campus culture
  - Open door policy of the administration with all stakeholders
  - Collaborative decision making with leadership team and staff
  - Student focused staff. Staff focus on the whole child: their well-being and academic growth
  - Staff feels that there is a support system when transitioning to a new role or being a new staff member on campus. New staff feels supported, valued, and appreciated by administration, support staff, and their teammates.
  - Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)
- The district sends reps to job fairs around Texas to help recruit newly qualified staff members. We utilize our local colleges to place student teachers on our campuses in an

effort to “grow our own”. The campus consistently utilizes an interview committee to evaluate and hire quality staff members.

- Promethean Panel use in every classroom
- Access to Chromebooks and innovative apps
- Students are able to independently use and apply technology skills- at home and on campus
- Higher rate of engagement due to implementation of technology(online curriculum specifically)- seen both on campus as well as at home
- Students are able to demonstrate understanding and learning in a multitude of technology platforms.



# Perceptions

## Perceptions Summary

- Parents are actively involved in many ways at Hawk Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, organizing class parties, filling Friday folders, etc.
- Hawk will continue the partnership with Guyer for the P.A.L.S. program.
- Our goal is that during the enrollment process, background checks for volunteers will be clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school. Administrators publish a bi-weekly parent newsletter highlighting campus events, student accomplishments, counselor connection, and other announcements from staff members and PTA.
- Classroom teachers publish a consistent newsletter specific for their grade level.
- Social media, websites, and Seesaw are also utilized to keep the community informed of campus events and highlights.
- Teachers can conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is also provided for students through the campus counselor and nurse.
- The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- Hawk provides weekly snack packs (nutritional needs) and other resources to help families.
- The counselor and nurse also provide resources to families to help with physical needs, such as glasses, immunizations, counseling, and health needs.

## Perceptions Strengths

- Parents and Grandparents can volunteer with the school's PTA organization.
- The PTA holds monthly meetings to share information for upcoming events and volunteer opportunities.
- The Principal attends each meeting to provide updates on academic and student support activities within the school.
- If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents and the Vice Principal. They create a plan of support for the student that will be used throughout the year.
- Every fall, a parent teacher conference is held between the student's teacher and their parents. This gives the parents an opportunity to discuss the student's progress and bring up any concerns the parents may have. Finally, any time during the year a parent can request a meeting with their student's teacher if an issue or concern has come up that needs more than an email to discuss and resolve.
- Denton ISD has a Social Services Office that provides support to families by offering various services focused on a specific need.
- Hawk Elementary offers multiple programs to support the various needs of their students. These services include Reading and/or Math Support, Dyslexia, Speech and Special Education.
- Denton ISD offers an Adopt a School program that allows businesses within the community to provide support to the school and its students. This support can be provided in various ways from providing needed school supplies for students to hosting a spirit night at a local restaurant.
- Hawk Elementary partners with local businesses in Corinth and Denton

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: 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
- Observation Survey results

## Student Data: Student Groups

- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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, 2023 Hawk Elementary School will focus on ensuring a year or more growth in Reading for 100% of students.

### HB3 Guiding Outcome

**Evaluation Data Sources:** District Literacy Assessments for Kindergarten-2nd

Reading Correlation Chart

TPRI for 1st and 2nd

DRA K-2nd

Individual Reading Inventory-IRI 3rd-5th





iStation-Comprehension

Fountas & Pinnell Benchmark Assessments

Units of Study Reading Assessments

STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers, specialists, and administration will utilize PLC meetings and campus planning days to calibrate, collaborate on creating common formative assessments, and data disaggregation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade level teams will develop content SMART goals quarterly, and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All K-2 teachers will provide systematic guided reading to ensure students have mastery of phonological awareness, phonics, and comprehension skills across the text bands.</p> <p><b>Strategy's Expected Result/Impact:</b> Students at 'progressing' or 'on level' by May 2023</p> <p><b>Staff Responsible for Monitoring:</b> Kinder, 1st, 2nd, Reading Recovery Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$90,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will utilize Seesaw and Microsoft Teams to create a digital learning platform K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Guiding Outcome 1: Teaching & Learning**

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**Performance Objective 2:** By May of 2023, Hawk Elementary School will focus on ensuring students will be on level in Reading. This will be evidenced by:

K-2nd Grades- DRA- 70% students ending the year "on level"

3rd-5th Grades - IRI 90% students ending the year "on level"

**Evaluation Data Sources:** DRA, IRI, Running Records, Reading Correlation Chart

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers, specialists, and administration will utilize PLC meetings and campus planning days to calibrate, collaborate on creating common formative assessments, and data disaggregation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year and/or have a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All K-2 teachers will provide systematic guided reading to ensure students have mastery of phonological awareness, phonics, and comprehension skills across the text bands.</p> <p><b>Strategy's Expected Result/Impact:</b> Students at 'progressing' or 'on level' by May 2023</p> <p><b>Staff Responsible for Monitoring:</b> Kinder, 1st, 2nd, Reading Recovery Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$90,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All 3rd-5th teachers will provide systematic small groups, conferring opportunities, and guided reading to ensure students have mastery of phonological awareness, phonics, and comprehension skills across the text bands.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can read accurately, fluently with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, special education specialists, administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 100% of eligible HB4545 students will be served by May 2023 to support closing gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 &amp; 5 and have increased student performance in math according to DMTSS monitoring, LLI , iStation, STAAR, common assessments and report card assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, special education staff, administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Grade level teams will develop content SMART goals quarterly, and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Guiding Outcome 1: Teaching & Learning**





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**Performance Objective 3:** By May, 2023 Hawk Elementary School will focus on ensuring growth in Reading for every Pre-K student. 94% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

**HB3 Guiding Outcome**

**Evaluation Data Sources:** CLI Engage

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



**Guiding Outcome 1: Teaching & Learning**





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- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- \* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
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- \* Foster and support an advanced digital learning environment
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**Performance Objective 4:** By May, 2023 Hawk Elementary School will focus on having all students be "On Level" in writing This will be evidenced by, :  
On demand writing samples, district rubric and campus common formative assessments.

**HB3 Guiding Outcome**

**Evaluation Data Sources:** District writing rubrics  
Common Formative Assessments  
On demand BOY, MOY, and EOY

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

**Guiding Outcome 1: Teaching & Learning**

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**Performance Objective 5:** By May, 2023 Hawk Elementary School will focus on ensuring students will be on level in Math. This will be evidenced by:

K-2nd Grades - Primary Numeracy - 93% students ending year "Ready," with 10% or fewer ending at "At Risk" by end of 2nd grade.

K-5th grades 90% ending year "On Level" on district problem solving assessments.

3rd grade ending the year at 80% 'meets',

4th grade ending at 90% 'meets'

5th grade ending at 90% 'meets' on STAAR

**HB3 Guiding Outcome**

**Evaluation Data Sources:** Primary Numeracy

Imagine Math





District Problem Solving Assessments

Campus Formative Assessments

Math STEMScopes

Math Fluency kits

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be 'on level' in problem solving and essential standards</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives</p> <p><b>Funding Sources:</b> 1/2 time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will utilize PLCs meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 100% of eligible HB4545 students will be served by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 &amp; 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, Imagine Math, STAAR, common assessments and report card assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, special education staff, administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers in 2nd-5th grades will utilize Imagine Math to identify intervention groups for essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to be at Approaches or above on the EOY assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Guiding Outcome 1: Teaching & Learning**

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**Performance Objective 6:** By May of 2023, Hawk Elementary staff will identify the essential standards in Reading and Math. This will be evidenced by common formative assessments that measure mastery of the essentials.

**Evaluation Data Sources:** Common Formative Assessments  
 Campus Scorecard  
 PLC Agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will have professional development to identify essentials for each quarter.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have common formative assessments that measure mastery of essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      District Math/ELAR coordinators</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p><b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 2023, Hawk Elementary will promote a healthy climate and culture and effectively implement strategies which support the well being of students that results in positive change and student success.

**Evaluation Data Sources:** Teacher input, formative feedback, parent responses.  
 Parent engagement classes  
 Restorative practices level 1 PD Aug 10th 8:30-12:30 restorative practices with strategies  
 Re-entry and repair circles August 10th 1-4 deeper dive into practice of re-entry and repair  
 ES Resources:<https://sites.google.com/g.dentonisd.org/guidance-and-social-emotional-/>

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff Appreciation monthly events, Staff shout outs, Monthly Madness, PTA Mid-Week munchies, Staff Celebration meetings, Teacher Appreciation days by Office team <b>Strategy's Expected Result/Impact:</b> Maintain and/or increase staff engagement <b>Staff Responsible for Monitoring:</b> Administration and counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Systematically implementing learning opportunities on cultural awareness of the students and families at Hawk. <b>Strategy's Expected Result/Impact:</b> Respect, thoughtfulness, and appreciation of the various cultures at Hawk. <b>Staff Responsible for Monitoring:</b> Counselor, Administration, Engagement Coach, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continued learning and awareness on equity for all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, specialists, counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# State Compensatory

## Budget for Hawk Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

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## Personnel for Hawk Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hope Creech	Reading Interventionist	NaN
Renee Grems	Math Interventionist	NaN

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Robin Brownell	Principal
Administrator	NaTonia LaFreniere	AP
Classroom Teacher	Jennifer Jones	1st Grade Teacher
Classroom Teacher	Laurie Henigan	2nd Grade Teacher
Classroom Teacher	Tracy Prickett	3rd Grade Teacher
Classroom Teacher	Cheryl Wallace	4th Grade Teacher
Classroom Teacher	Kate Hernandez	5th Grade Teacher
Paraprofessional	Gail Gardner	Receptionist
Non-classroom Professional	Joey McGee	Counselor
Non-classroom Professional	Zella Armstrong	Reading Recovery Teacher
Classroom Teacher	Stephanie Halberstadt	Art Teacher
Non-classroom Professional	Kelley Owen	Inclusion Teacher
Paraprofessional	Annie Azzarello	Library Paraprofessional
District-level Professional	Katie Payne	District ELAR Coordinator
Parent	Leann Kanatzar	Parent
Community Representative	Skip Beard	Community Member



# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$90,000.00
1	2	2			\$90,000.00
1	5	2	1/2 time Math Interventionist		\$30,000.00
<b>Sub-Total</b>					<b>\$210,000.00</b>



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 3 Reading

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1		2		3	
Number	Percent		#	%	#	%	#	%	#	%	Number of Items Tested		Avg. # of Items / % Correct		#	%		
			Understanding Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts				5		15		14			
Students Tested	113	100									4.6	92	11.8	79	9.7	69		
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	113	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
Male			55	1500	9	16	46	84	34	62	22	40	4.5	91	11.2	74	9.1	65
Female			58	1545	3	5	55	95	43	74	28	48	4.6	92	12.4	83	10.1	72
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			17	1501	1	6	16	94	10	59	4	24	4.5	91	11.5	77	9.5	68
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			7	1524	0	0	7	100	4	57	3	43	4.7	94	12.1	81	9.3	66
Black or African American			5	1476	1	20	4	80	3	60	1	20	4.6	92	11.0	73	7.8	56
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			83	1530	10	12	73	88	59	71	41	49	4.6	92	11.9	79	9.8	70
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		21	1503	2	10	19	90	14	67	6	29	4.6	91	11.8	79	9.1	65
	No		92	1528	10	11	82	89	63	68	44	48	4.6	92	11.8	79	9.8	70
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
Identified as Emergent Bilingual/English Learner			6	1503	1	17	5	83	3	50	3	50	4.0	80	11.3	76	9.0	64
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			107	1524	11	10	96	90	74	69	47	44	4.6	92	11.8	79	9.7	69
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		6	1503	1	17	5	83	3	50	3	50	4.0	80	11.3	76	9.0	64
	Nonparticipants		107	1524	11	10	96	90	74	69	47	44	4.6	92	11.8	79	9.7	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		17	1422	5	29	12	71	7	41	3	18	3.9	79	10.1	67	7.5	53
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		96	1541	7	7	89	93	70	73	47	49	4.7	94	12.1	81	10.0	72
Gifted/Talented	Participants		13	1693	0	0	13	100	13	100	11	85	4.8	97	14.5	96	12.4	88
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		100	1501	12	12	88	88	64	64	39	39	4.6	91	11.5	76	9.3	66
At-Risk	Yes		19	1456	5	26	14	74	8	42	7	37	4.1	81	10.3	69	7.9	57
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		94	1537	7	7	87	93	69	73	43	46	4.7	94	12.1	81	10.0	71



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 3 Mathematics

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					Did Not Meet		Approaches		Meets		Masters		1		2		3		4	
Number	Percent		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	113	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	113	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																	
All Students	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64		
Male	55	1486	11	20	44	80	28	51	12	22	6.5	81	8.8	68	3.9	56	2.6	66		
Female	58	1488	8	14	50	86	29	50	17	29	6.6	83	8.9	69	4.1	58	2.5	63		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	17	1428	6	35	11	65	5	29	3	18	6.1	76	7.6	58	3.4	49	2.4	60		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	7	1603	0	0	7	100	5	71	4	57	7.1	89	10.7	82	5.0	71	3.1	79		
Black or African American	5	1437	1	20	4	80	2	40	2	40	5.0	63	8.6	66	4.0	57	2.0	50		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	83	1492	12	14	71	86	44	53	20	24	6.7	83	9.0	69	4.0	58	2.6	64		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	21	1435	7	33	14	67	8	38	3	14	5.9	73	7.5	58	3.7	53	2.4	61	
	No	92	1499	12	13	80	87	49	53	26	28	6.7	84	9.2	70	4.1	58	2.6	65	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64	
Identified as Emergent Bilingual/English Learner	6	1467	2	33	4	67	2	33	2	33	5.8	73	7.5	58	4.2	60	2.5	63		
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	107	1488	17	16	90	84	55	51	27	25	6.6	82	8.9	69	4.0	57	2.6	64		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	6	1467	2	33	4	67	2	33	2	33	5.8	73	7.5	58	4.2	60	2.5	63	
	Nonparticipants	107	1488	17	16	90	84	55	51	27	25	6.6	82	8.9	69	4.0	57	2.6	64	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	17	1373	8	47	9	53	4	24	1	6	5.2	65	6.2	48	2.9	42	2.4	59	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	96	1507	11	11	85	89	53	55	28	29	6.8	85	9.3	72	4.2	60	2.6	65	
Gifted/Talented	Participants	13	1722	0	0	13	100	13	100	13	100	7.9	99	12.2	94	6.2	88	3.2	79	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	100	1457	19	19	81	81	44	44	16	16	6.4	80	8.4	65	3.7	53	2.5	62	
At-Risk	Yes	19	1434	6	32	13	68	7	37	4	21	5.8	72	7.9	61	3.5	50	2.3	57	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	94	1498	13	14	81	86	50	53	25	27	6.7	84	9.1	70	4.1	59	2.6	66	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

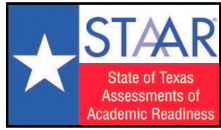
### Grade 4 Reading

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1		2		3	
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	86	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	86	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
Male			42	1632	4	10	38	90	35	83	20	48	7.1	88	12.7	85	9.5	73
Female			44	1652	0	0	44	100	40	91	24	55	7.4	92	13.2	88	10.1	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			22	1597	4	18	18	82	15	68	9	41	6.9	86	11.9	79	8.8	68
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			7	1724	0	0	7	100	7	100	6	86	7.1	89	14.4	96	11.4	88
Black or African American			9	1586	0	0	9	100	7	78	3	33	7.0	88	11.9	79	9.3	72
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			48	1661	0	0	48	100	46	96	26	54	7.4	93	13.5	90	10.1	78
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		14	1579	2	14	12	86	9	64	5	36	7.0	88	11.8	79	8.2	63
	No		72	1654	2	3	70	97	66	92	39	54	7.3	91	13.2	88	10.1	78
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
Identified as Emergent Bilingual/English Learner			5	1616	1	20	4	80	4	80	3	60	7.0	88	12.2	81	9.6	74
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)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			80	1641	3	4	77	96	70	88	40	50	7.3	91	13.0	87	9.8	75
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		5	1616	1	20	4	80	4	80	3	60	7.0	88	12.2	81	9.6	74
	Nonparticipants		81	1643	3	4	78	96	71	88	41	51	7.2	91	13.0	87	9.8	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		14	1526	3	21	11	79	7	50	3	21	6.7	84	10.5	70	7.3	56
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		72	1664	1	1	71	99	68	94	41	57	7.3	92	13.5	90	10.3	79
Gifted/Talented	Participants		14	1721	0	0	14	100	14	100	12	86	7.5	94	14.3	95	11.1	86
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		72	1626	4	6	68	94	61	85	32	44	7.2	90	12.7	85	9.5	73
At-Risk	Yes		12	1546	4	33	8	67	8	67	4	33	6.5	81	10.8	72	8.0	62
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		74	1657	0	0	74	100	67	91	40	54	7.4	92	13.4	89	10.1	78



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 4 Mathematics

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
					#	%	#	%	#	%	#	%	#	%	1		2		3		4
Number	Percent												Numerical Representations and Relationship		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
Students Tested	86	100																			
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	86	100																			
Legend													Number of Items Tested								
--- = No Data Reported For Fewer Than Five Students																					
													Avg. # of Items / % Correct								
All Students			86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72	
Male			42	1671	0	0	42	100	34	81	23	55	7.6	85	8.4	76	8.1	81	2.9	73	
Female			44	1670	3	7	41	93	38	86	22	50	7.4	83	8.4	76	8.0	80	2.8	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			22	1650	2	9	20	91	18	82	11	50	7.1	79	8.3	76	7.9	79	2.9	72	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			7	1838	0	0	7	100	7	100	7	100	8.6	95	9.9	90	9.6	96	3.4	86	
Black or African American			9	1583	1	11	8	89	6	67	2	22	6.8	75	7.4	68	7.0	70	2.0	50	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			48	1673	0	0	48	100	41	85	25	52	7.7	86	8.4	77	8.1	81	3.0	74	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	14	1652	1	7	13	93	10	71	5	36	7.4	82	7.9	72	7.6	76	2.6	66
			No	72	1675	2	3	70	97	62	86	40	56	7.6	84	8.5	77	8.1	81	2.9	73
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72
Identified as Emergent Bilingual/English Learner			5	1711	0	0	5	100	5	100	3	60	7.6	84	9.4	85	8.4	84	3.0	75	
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)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			80	1664	3	4	77	96	66	83	41	51	7.5	83	8.3	76	8.0	80	2.9	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	5	1711	0	0	5	100	5	100	3	60	7.6	84	9.4	85	8.4	84	3.0	75
			Nonparticipants	81	1668	3	4	78	96	67	83	42	52	7.5	84	8.3	76	8.0	80	2.9	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	14	1552	2	14	12	86	6	43	1	7	6.2	69	6.9	62	6.5	65	2.3	57
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	72	1694	1	1	71	99	66	92	44	61	7.8	86	8.7	79	8.3	83	3.0	75
Gifted/Talented			Participants	14	1780	0	0	14	100	14	100	14	100	8.6	96	9.7	88	9.2	92	3.2	80
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	72	1650	3	4	69	96	58	81	31	43	7.3	81	8.2	74	7.8	78	2.8	70
At-Risk			Yes	12	1618	1	8	11	92	9	75	3	25	6.4	71	8.3	76	7.3	73	2.6	65
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	74	1679	2	3	72	97	63	85	42	57	7.7	86	8.4	77	8.1	81	2.9	73



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 5 Reading

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					1		2		3		4		5					
Number	Percent		#	%	Did Not Meet		Approaches		Meets		Masters		Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	103	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	103	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
Male			47	1655	5	11	42	89	34	72	20	43	6.4	80	12.6	78	11.5	82
Female			56	1675	2	4	54	96	43	77	29	52	6.5	81	13.3	83	11.6	83
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	1612	3	17	15	83	9	50	6	33	5.9	74	11.7	73	10.5	75
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			8	1683	0	0	8	100	6	75	4	50	6.5	81	13.0	81	12.0	86
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			73	1679	4	5	69	95	59	81	38	52	6.6	82	13.3	83	11.8	84
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		14	1600	2	14	12	86	8	57	6	43	6.2	78	12.1	75	10.3	73
	No		89	1676	5	6	84	94	69	78	43	48	6.5	81	13.1	82	11.8	84
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
Identified as Emergent Bilingual/English Learner			6	1657	0	0	6	100	4	67	4	67	7.0	88	12.8	80	11.3	81
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			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			96	1664	7	7	89	93	72	75	44	46	6.4	80	13.0	81	11.6	83
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		6	1657	0	0	6	100	4	67	4	67	7.0	88	12.8	80	11.3	81
	Nonparticipants		97	1666	7	7	90	93	73	75	45	46	6.4	80	13.0	81	11.6	83
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		15	1569	5	33	10	67	6	40	4	27	5.3	67	10.5	66	10.1	72
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		88	1682	2	2	86	98	71	81	45	51	6.6	83	13.4	84	11.8	84
Gifted/Talented	Participants		12	1814	0	0	12	100	12	100	10	83	7.6	95	14.8	92	12.9	92
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		91	1646	7	8	84	92	65	71	39	43	6.3	79	12.7	80	11.4	81
At-Risk	Yes		22	1589	4	18	18	82	13	59	8	36	6.1	76	11.4	71	10.5	75
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		81	1686	3	4	78	96	64	79	41	51	6.6	82	13.4	84	11.9	85



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

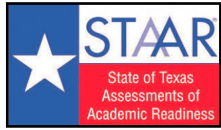
### Grade 5 Mathematics

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2		3		4	
Number	Percent											Numerical Representations and Relationship		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
Students Tested	103	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	103	100																		
Legend													Number of Items Tested							
--- = No Data Reported For Fewer Than Five Students													6		17		9		4	
													Avg. # of Items / % Correct							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students			103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
Male			47	1722	3	6	44	94	32	68	22	47	4.9	82	13.1	77	6.9	77	2.7	67
Female			56	1662	3	5	53	95	32	57	19	34	4.8	79	12.6	74	6.3	70	2.5	62
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	1614	2	11	16	89	9	50	2	11	4.4	74	11.6	68	5.7	63	2.2	54
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			8	1739	0	0	8	100	6	75	5	63	5.3	88	13.1	77	7.8	86	2.9	72
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			73	1706	4	5	69	95	47	64	34	47	4.9	82	13.2	77	6.7	74	2.6	65
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		14	1634	3	21	11	79	8	57	4	29	5.0	83	11.1	66	6.0	67	2.1	54
	No		89	1698	3	3	86	97	56	63	37	42	4.8	80	13.1	77	6.7	74	2.6	66
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
Identified as Emergent Bilingual/English Learner			6	1701	1	17	5	83	5	83	3	50	5.7	94	12.5	74	7.3	81	2.3	58
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			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			96	1688	5	5	91	95	58	60	37	39	4.8	80	12.8	75	6.5	72	2.6	64
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		6	1701	1	17	5	83	5	83	3	50	5.7	94	12.5	74	7.3	81	2.3	58
	Nonparticipants		97	1689	5	5	92	95	59	61	38	39	4.8	80	12.8	75	6.5	72	2.6	64
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		15	1560	4	27	11	73	2	13	2	13	3.3	54	10.1	60	4.6	51	1.9	47
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		88	1711	2	2	86	98	62	70	39	44	5.1	85	13.3	78	6.9	77	2.7	67
Gifted/Talented	Participants		12	1851	0	0	12	100	12	100	10	83	5.5	92	15.5	91	8.0	89	3.3	81
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		91	1668	6	7	85	93	52	57	31	34	4.8	79	12.4	73	6.4	71	2.5	62
At-Risk	Yes		22	1615	5	23	17	77	10	45	5	23	4.6	77	10.9	64	5.6	62	2.0	49
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		81	1710	1	1	80	99	54	67	36	44	4.9	82	13.3	78	6.8	76	2.7	68



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 5 Science

#### All Students

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4		6		8		10		12	
Number	Percent		#	%	Did Not Meet		Approaches		Meets		Masters		Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environment	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	103	100	103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	103	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																	
All Students			103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76
Male			47	4092	9	19	38	81	28	60	15	32	4.6	76	6.0	75	7.1	71	9.5	79
Female			56	3827	14	25	42	75	20	36	9	16	4.3	72	5.1	64	6.3	63	8.7	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	3642	9	50	9	50	5	28	1	6	4.0	67	3.9	49	5.9	59	7.8	65
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			8	4105	1	13	7	88	4	50	3	38	4.3	71	6.1	77	8.0	80	9.5	79
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			73	4021	12	16	61	84	39	53	20	27	4.6	77	5.9	73	6.8	68	9.4	78
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		14	3748	6	43	8	57	3	21	2	14	4.5	75	4.6	57	5.9	59	7.9	65
	No		89	3980	17	19	72	81	45	51	22	25	4.4	74	5.7	71	6.8	68	9.3	77
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76
Identified as Emergent Bilingual/English Learner			6	3877	1	17	5	83	2	33	1	17	4.5	75	5.5	69	6.5	65	9.0	75
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			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			96	3944	22	23	74	77	45	47	22	23	4.4	74	5.5	69	6.7	67	9.1	76
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		6	3877	1	17	5	83	2	33	1	17	4.5	75	5.5	69	6.5	65	9.0	75
	Nonparticipants		97	3952	22	23	75	77	46	47	23	24	4.4	74	5.5	69	6.7	67	9.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		15	3429	11	73	4	27	2	13	1	7	3.7	61	3.9	48	4.5	45	6.1	51
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		88	4036	12	14	76	86	46	52	23	26	4.6	76	5.8	72	7.1	71	9.6	80
Gifted/Talented	Participants		12	4329	0	0	12	100	10	83	7	58	4.8	81	6.8	85	8.2	82	10.9	91
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		91	3898	23	25	68	75	38	42	17	19	4.4	73	5.3	67	6.5	65	8.9	74
At-Risk	Yes		22	3693	9	41	13	59	7	32	2	9	4.1	68	4.9	61	5.8	58	7.6	64
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		81	4017	14	17	67	83	41	51	22	27	4.5	76	5.7	71	7.0	70	9.5	79





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 3 Reading

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
<b>All Students</b>	113	101	89	---	---	---	---	---	---
Male	55	46	84	---	---	---	---	---	---
Female	58	55	95	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	17	16	94	---	---	---	---	---	---
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	5	4	80	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	83	73	88	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	21	19	90	---	---	---	---	---
	No	92	82	89	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	101	89	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	113	101	89	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	5	83	---	---	---	---	---	---
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	107	96	90	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	101	89	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	107	96	90	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	17	12	71	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	96	89	93	---	---	---	---	---
Gifted/Talented	Participants	13	13	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	100	88	88	---	---	---	---	---
At-Risk	Yes	19	14	74	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	94	87	93	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 3 Mathematics

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
<b>All Students</b>	113	94	83	---	---	---	---	---	---
Male	55	44	80	---	---	---	---	---	---
Female	58	50	86	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	17	11	65	---	---	---	---	---	---
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	5	4	80	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	83	71	86	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	21	14	67	---	---	---	---	---
	No	92	80	87	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	94	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	113	94	83	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		6	4	67	---	---	---	---	---
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		107	90	84	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	94	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	4	67	---	---	---	---	---
	Nonparticipants	107	90	84	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	17	9	53	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	96	85	89	---	---	---	---	---
Gifted/Talented	Participants	13	13	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	100	81	81	---	---	---	---	---
At-Risk	Yes	19	13	68	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	94	81	86	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 4 Reading

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
<b>All Students</b>	86	82	95	---	---	---	---	---	---
Male	42	38	90	---	---	---	---	---	---
Female	44	44	100	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	22	18	82	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	9	9	100	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	48	48	100	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	12	86	---	---	---	---	---
	No	72	70	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	82	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	86	82	95	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	5	4	80	---	---	---	---	---	---
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)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	80	77	96	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	82	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	5	4	80	---	---	---	---	---
	Nonparticipants	81	78	96	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	14	11	79	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	72	71	99	---	---	---	---	---
Gifted/Talented	Participants	14	14	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	72	68	94	---	---	---	---	---
At-Risk	Yes	12	8	67	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	74	74	100	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 4 Mathematics

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	86	83	97	---	---	---	---	---	---
Male	42	42	100	---	---	---	---	---	---
Female	44	41	93	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	22	20	91	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	9	8	89	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	48	48	100	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	13	93	---	---	---	---	---
	No	72	70	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	83	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	86	83	97	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	5	5	100	---	---	---	---	---	---
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)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	80	77	96	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	83	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	5	5	100	---	---	---	---	---
	Nonparticipants	81	78	96	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	14	12	86	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	72	71	99	---	---	---	---	---
Gifted/Talented	Participants	14	14	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	72	69	96	---	---	---	---	---
At-Risk	Yes	12	11	92	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	74	72	97	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 5 Reading

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	103	96	93	---	---	---	---	---	---
Male	47	42	89	---	---	---	---	---	---
Female	56	54	96	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	18	15	83	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	8	8	100	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	73	69	95	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	12	86	---	---	---	---	---
	No	89	84	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	96	93	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	103	96	93	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	6	100	---	---	---	---	---	---
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	1	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	96	89	93	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	96	93	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	6	100	---	---	---	---	---
	Nonparticipants	97	90	93	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	15	10	67	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	88	86	98	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	91	84	92	---	---	---	---	---
At-Risk	Yes	22	18	82	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	81	78	96	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 5 Mathematics

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	103	97	94	---	---	---	---	---	---
Male	47	44	94	---	---	---	---	---	---
Female	56	53	95	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	18	16	89	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	8	8	100	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	73	69	95	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	11	79	---	---	---	---	---
	No	89	86	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	97	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	103	97	94	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	5	83	---	---	---	---	---	---
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	1	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	96	91	95	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	97	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	97	92	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	15	11	73	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	88	86	98	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	91	85	93	---	---	---	---	---
At-Risk	Yes	22	17	77	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	81	80	99	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 5 Science

District: 061-901 DENTON ISD  
Campus: 118 HAWK EL

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	103	80	78	---	---	---	---	---	---
Male	47	38	81	---	---	---	---	---	---
Female	56	42	75	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	18	9	50	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	8	7	88	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	73	61	84	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	8	57	---	---	---	---	---
	No	89	72	81	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	80	78	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	103	80	78	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	5	83	---	---	---	---	---	---
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	1	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	96	74	77	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	80	78	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	97	75	77	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	15	4	27	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	88	76	86	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	91	68	75	---	---	---	---	---
At-Risk	Yes	22	13	59	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	81	67	83	---	---	---	---	---

**Denton Independent School District**  
**McNair Elementary**  
**2022-2023 Campus Improvement Plan**





# Mission Statement

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

## Vision

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

## Value Statement

Respect - High Expectations - Enthusiasm - Teamwork - Fun

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	24
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	29
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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Demographics

We need to strive to ensure that we are meeting the needs of all populations of our diverse student body.

#### Student Learning

Our students have experienced the potential for significant learning loss. We must ensure that our Tier 1 instruction is strong and intervention is targeted and intentional to bridge gaps.

#### School Processes and Programs

To further support the diversity of our campus, we need to continually reevaluate our processes to ensure that we are meeting the varying needs of all students.

#### Perceptions

Continue to seek ways to positively affect the perceptions of our community of the school, grow the relationships amongst our staff, and grow our relationships with our families and community.

# Demographics

## Demographics Summary

<b>Teachers by Ethnicity:</b>				
African American	2.0	4.8%	8.3%	11.1%
Hispanic	6.7	16.2%	14.4%	28.4%
White	31.0	74.3%	74.0%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	2.4%	1.0%	1.8%
Pacific Islander	1.0	2.4%	0.2%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.2%

<b>Ethnic Distribution:</b>							
African American	46	8.7%	18.5%	12.7%	47	8.8%	18.5%
Hispanic	231	43.5%	33.7%	52.9%	232	43.5%	33.7%
White	230	43.3%	41.2%	26.5%	230	43.2%	41.2%
American Indian	1	0.2%	0.5%	0.3%	1	0.2%	0.5%
Asian	14	2.6%	3.3%	4.7%	14	2.6%	3.3%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%
Two or More Races	8	1.5%	2.7%	2.7%	8	1.5%	2.7%

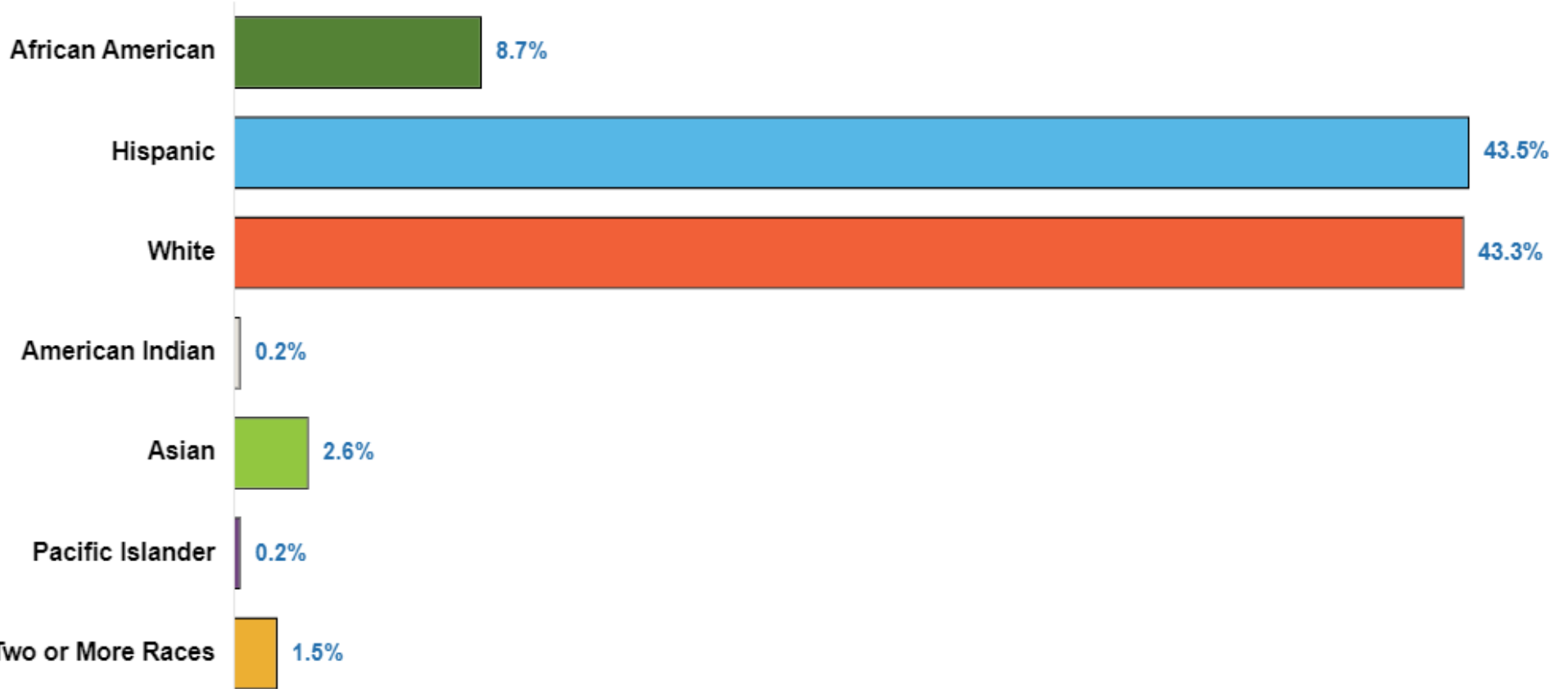
Economically Disadvantaged	291	54.8%	47.8%	60.3%	291	54.6%	47.8%
Non-Educationally Disadvantaged	240	45.2%	52.2%	39.7%	242	45.4%	52.2%

Section 504 Students	25	4.7%	10.8%	7.2%	25	4.7%	10.8%
EB Students/EL	141	26.6%	16.0%	20.7%	141	26.5%	16.0%
Students w/ Disciplinary Placements (2019-20)	1	0.2%	1.1%	1.2%			
Students w/ Dyslexia	24	4.5%	6.4%	4.5%	24	4.5%	6.4%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%
Homeless	4	0.8%	1.6%	1.1%	4	0.8%	1.6%
Immigrant	9	1.7%	1.4%	2.0%	9	1.7%	1.4%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%
Title I	485	91.3%	30.4%	64.5%	487	91.4%	30.5%
Military Connected	1	0.2%	0.9%	2.7%	1	0.2%	0.9%
At-Risk	158	29.8%	30.2%	49.2%	158	29.6%	30.1%
<b>Students by Instructional Program:</b>							
Bilingual/ESL Education	142	26.7%	17.0%	21.0%	142	26.6%	16.9%
Gifted and Talented Education	43	8.1%	10.3%	8.3%	43	8.1%	10.2%
Special Education	76	14.3%	12.4%	11.1%	78	14.6%	12.5%
<b>Students with Disabilities by Type of Primary Disability:</b>							
Total Students with Disabilities	76						
By Type of Primary Disability							
Students with Intellectual Disabilities	**	**	34.8%	42.5%			
Students with Physical Disabilities	48	63.2%	24.6%	21.3%			
Students with Autism	*	*	11.3%	14.1%			
Students with Behavioral Disabilities	13	17.1%	28.0%	20.6%			
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%			

- K-5 students
- Staff (including teachers, paraprofessional and other support staff)
- Parents
- Community
- Business partners
- Title I campus

**531**

### Student Enrollment by Race/Ethnicity



### **Demographics Strengths**

- Diverse student population including monolingual, bilingual and deaf education students
- Overall strong attendance
- Strong special program representation

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Due to the pandemic, our at risk group has increased. Staff will continue to monitor student progress as evidenced by the campus data card. **Root Cause:** The pandemic increased the number of students at risk.

# Student Learning

## Student Learning Summary

Texas Education Agency



### 2022 STAAR Performance MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY

#### Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	272	272	104	-	648	
Approaches GL or Above	221	217	86	-	524	81%
Meets GL or Above	172	145	59	-	376	58%
Masters GL	103	82	30	-	215	33%
Total Percentage Points						172%
<b>Component Score</b>						<b>57</b>

#### 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)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	81%	73%	72%	90%	*	100%	*	-	72%	69%	70%	52%	93%	82%	77%
At Meets GL Standard or Above	58%	51%	44%	70%	*	100%	*	-	47%	43%	44%	27%	73%	59%	56%
At Masters GL Standard	33%	26%	21%	44%	*	72%	*	-	23%	25%	26%	13%	13%	35%	27%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	524	54	194	253	*	18	*	-	255	120	125	65	14	408	116
At Meets GL Standard or Above	376	38	120	196	*	18	*	-	167	74	79	34	11	292	84



	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)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	215	19	57	124	*	13	*	-	82	43	47	16	2	174	41
Total Tests	648	74	270	281	*	18	*	-	354	173	178	124	15	497	151
<b>Participation</b>															
% participation 2020-21	97%	96%	98%	97%	-	95%	-	100%	96%	98%	98%	97%	100%	97%	97%
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	81%	70%	72%	91%	*	100%	*	-	73%	68%	68%	52%	100%	82%	80%
At Meets GL Standard or Above	63%	53%	53%	73%	*	100%	*	-	53%	49%	51%	33%	83%	65%	59%
At Masters GL Standard	38%	33%	23%	50%	*	75%	*	-	27%	27%	29%	17%	33%	40%	32%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	221	21	83	107	*	8	*	-	106	48	50	28	6	168	53
At Meets GL Standard or Above	172	16	61	85	*	8	*	-	77	35	37	18	5	133	39
At Masters GL Standard	103	10	27	58	*	6	*	-	40	19	21	9	2	82	21
Total Tests	272	30	115	117	*	8	*	-	146	71	73	54	6	206	66
<b>Participation</b>															
% participation 2020-21	98%	97%	98%	97%	-	100%	-	*	97%	99%	99%	98%	100%	98%	97%
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	80%	73%	70%	89%	*	100%	*	-	71%	70%	71%	52%	83%	81%	77%
At Meets GL Standard or Above	53%	47%	38%	67%	*	100%	*	-	42%	39%	41%	26%	67%	53%	53%
At Masters GL Standard	30%	20%	21%	39%	*	75%	*	-	22%	27%	29%	13%	0%	32%	26%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	217	22	81	104	*	8	*	-	104	50	52	28	5	166	51
At Meets GL Standard or Above	145	14	44	78	*	8	*	-	62	28	30	14	4	110	35
At Masters GL Standard	82	6	24	46	*	6	*	-	32	19	21	7	0	65	17
Total Tests	272	30	115	117	*	8	*	-	146	71	73	54	6	206	66
<b>Participation</b>															

	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)	Continuously Enrolled	Non-Continuously Enrolled
% participation 2020-21	98%	97%	98%	97%	-	100%	-	*	97%	99%	99%	98%	100%	98%	97%
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	100%	100%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	83%	79%	75%	89%	-	*	*	-	73%	71%	72%	56%	*	87%	63%
At Meets GL Standard or Above	57%	57%	38%	70%	-	*	*	-	45%	35%	38%	13%	*	58%	53%
At Masters GL Standard	29%	21%	15%	43%	-	*	*	-	16%	16%	16%	0%	*	32%	16%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	86	11	30	42	-	*	*	-	45	22	23	9	*	74	12
At Meets GL Standard or Above	59	8	15	33	-	*	*	-	28	11	12	2	*	49	10
At Masters GL Standard	30	3	6	20	-	*	*	-	10	5	5	0	*	27	3
Total Tests	104	14	40	47	-	*	*	-	62	31	32	16	*	85	19
<b>Participation</b>															
% participation 2020-21	96%	88%	98%	100%	-	*	-	*	98%	96%	96%	93%	*	97%	94%
% participation 2021-22	100%	100%	100%	100%	-	*	*	-	100%	100%	100%	100%	*	100%	100%

STAAR breakdown

- 70% of all tests at Approaches or above in 2021 (59% AA, 64% Hispanic, 76% white)
- 40% of all tests at Meets or above in 2021 (27% AA, 30% Hispanic, 52% white)
- 23% of all tests at Masters or above in 2021 (11% AA, 16% Hispanic, 30% white)

Texas Education Agency  
2021 STAAR Performance  
MCNAIR EL (061901106) - DENTON ISD

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	75	1	27	41	-	3	-	3	20	19	20	8	2	63	12

Total Tests	267	28	113	115	-	7	-	4	139	75	78	41	9	208	59
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	97%	98%	97%	-	100%	-	100%	97%	99%	99%	98%	100%	98%	97%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	62%	42%	54%	69%	-	100%	-	100%	47%	57%	58%	0%	67%	69%	43%
At Meets GL Standard or Above	29%	17%	13%	42%	-	33%	-	100%	17%	17%	16%	0%	67%	36%	11%
At Masters GL Standard	6%	0%	3%	4%	-	33%	-	67%	3%	7%	6%	0%	0%	7%	4%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	63	5	21	31	-	3	-	3	28	17	18	0	2	51	12
At Meets GL Standard or Above	30	2	5	19	-	1	-	3	10	5	5	0	2	27	3
At Masters GL Standard	6	0	1	2	-	1	-	2	2	2	2	0	0	5	1
Total Tests	102	12	39	45	-	3	-	3	59	30	31	14	3	74	28
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	100%	95%	94%	-	100%	-	100%	94%	97%	97%	100%	100%	96%	94%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	68%	71%	59%	78%	-	0%	-	100%	54%	54%	58%	50%	67%	68%	69%
At Meets GL Standard or Above	38%	29%	27%	53%	-	0%	-	100%	21%	13%	15%	29%	67%	38%	38%
At Masters GL Standard	21%	14%	16%	28%	-	0%	-	0%	13%	4%	8%	7%	0%	20%	23%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	53	5	22	25	-	0	-	1	21	13	15	7	2	44	9
At Meets GL Standard or Above	30	2	10	17	-	0	-	1	8	3	4	4	2	25	5
At Masters GL Standard	16	1	6	9	-	0	-	0	5	1	2	1	0	13	3
Total Tests	78	7	37	32	-	1	-	1	39	24	26	14	3	65	13
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	88%	98%	100%	-	50%	-	100%	98%	96%	96%	93%	100%	97%	94%

Texas Education Agency



**2020-21 STAAR Performance  
MCNAIR EL (061901106) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	68%	<b>70%</b>	56%	55%	86%	-	*	-	-	42%	*	66%	84%	50%	59%
	2019	76%	77%	<b>83%</b>	86%	73%	89%	-	*	-	*	63%	80%	85%	67%	63%	80%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	39%	38%	<b>47%</b>	33%	26%	68%	-	*	-	-	33%	*	43%	58%	26%	27%
	2019	45%	45%	<b>49%</b>	57%	36%	56%	-	*	-	*	13%	80%	52%	22%	30%	30%
At Masters Grade Level	2021	19%	19%	<b>27%</b>	11%	16%	38%	-	*	-	-	25%	*	25%	32%	17%	23%
	2019	27%	27%	<b>34%</b>	43%	23%	42%	-	*	-	*	13%	80%	36%	22%	19%	10%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	63%	<b>71%</b>	67%	55%	86%	-	*	-	-	58%	*	67%	84%	60%	73%
	2019	79%	80%	<b>83%</b>	57%	82%	86%	-	*	-	*	63%	100%	87%	56%	70%	90%
At Meets Grade Level or Above	2021	31%	29%	<b>40%</b>	22%	32%	49%	-	*	-	-	33%	*	36%	53%	24%	41%
	2019	49%	49%	<b>44%</b>	43%	27%	56%	-	*	-	*	31%	40%	46%	33%	22%	0%
At Masters Grade Level	2021	14%	12%	<b>22%</b>	0%	16%	30%	-	*	-	-	8%	*	21%	26%	12%	23%
	2019	25%	24%	<b>30%</b>	29%	23%	36%	-	*	-	*	13%	40%	31%	22%	15%	0%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	61%	<b>62%</b>	50%	53%	67%	-	*	-	*	7%	*	64%	56%	47%	57%
	2019	75%	77%	<b>85%</b>	64%	65%	95%	-	*	-	*	64%	*	84%	90%	81%	38%
At Meets Grade Level or Above	2021	36%	33%	<b>29%</b>	17%	16%	39%	-	*	-	*	0%	*	35%	15%	16%	23%
	2019	44%	47%	<b>57%</b>	27%	30%	69%	-	*	-	*	29%	*	57%	57%	47%	13%
At Masters Grade Level	2021	17%	16%	<b>18%</b>	8%	5%	28%	-	*	-	*	0%	*	19%	15%	5%	10%
	2019	22%	23%	<b>34%</b>	9%	5%	45%	-	*	-	*	7%	*	31%	43%	15%	13%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	62%	<b>66%</b>	50%	66%	67%	-	*	-	*	7%	*	73%	44%	53%	73%
	2019	75%	81%	<b>83%</b>	100%	70%	86%	-	*	-	*	57%	*	82%	86%	81%	50%
At Meets Grade Level or Above	2021	36%	36%	<b>38%</b>	17%	29%	48%	-	*	-	*	7%	*	45%	19%	21%	37%
	2019	48%	54%	<b>57%</b>	27%	30%	71%	-	*	-	*	36%	*	57%	57%	49%	13%
At Masters Grade Level	2021	21%	20%	<b>23%</b>	0%	18%	28%	-	*	-	*	7%	*	28%	7%	9%	23%
	2019	28%	34%	<b>37%</b>	18%	15%	45%	-	*	-	*	14%	*	38%	33%	32%	13%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2021	53%	53%	<b>62%</b>	42%	54%	69%	-	*	-	*	0%	*	69%	43%	47%	58%
	2019	67%	72%	<b>73%</b>	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
At Meets Grade Level or Above	2021	27%	26%	<b>29%</b>	17%	13%	42%	-	*	-	*	0%	*	36%	11%	17%	16%
	2019	35%	40%	<b>51%</b>	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	8%	7%	6%	0%	3%	4%	-	*	-	*	0%	*	7%	4%	3%	6%
	2019	11%	13%	18%	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	74%	80%	86%	81%	78%	-	*	-	*	47%	*	80%	77%	69%	85%
	2019	86%	91%	87%	89%	85%	87%	-	*	-	*	31%	88%	92%	75%	76%	71%
At Meets Grade Level or Above	2021	46%	46%	52%	57%	46%	59%	-	*	-	*	33%	*	52%	54%	36%	38%
	2019	54%	63%	61%	22%	62%	68%	-	*	-	*	31%	50%	65%	50%	39%	43%
At Masters Grade Level	2021	30%	31%	32%	57%	19%	41%	-	*	-	*	27%	*	30%	38%	15%	4%
	2019	29%	35%	43%	11%	38%	51%	-	*	-	*	23%	25%	43%	42%	27%	0%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	72%	86%	71%	89%	84%	-	*	-	*	73%	*	86%	85%	82%	88%
	2019	90%	94%	98%	100%	96%	98%	-	*	-	*	85%	100%	100%	92%	94%	86%
At Meets Grade Level or Above	2021	44%	46%	57%	43%	51%	66%	-	*	-	*	53%	*	58%	54%	41%	42%
	2019	58%	65%	85%	89%	77%	87%	-	*	-	*	62%	100%	88%	75%	70%	57%
At Masters Grade Level	2021	25%	26%	42%	14%	38%	53%	-	*	-	*	40%	*	42%	38%	26%	31%
	2019	36%	43%	64%	44%	62%	68%	-	*	-	*	31%	100%	70%	50%	39%	57%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	62%	68%	71%	59%	78%	-	*	-	*	50%	*	68%	69%	54%	58%
	2019	75%	79%	93%	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
At Meets Grade Level or Above	2021	31%	30%	38%	29%	27%	53%	-	*	-	*	29%	*	38%	38%	21%	15%
	2019	49%	54%	74%	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
At Masters Grade Level	2021	13%	12%	21%	14%	16%	28%	-	*	-	*	7%	*	20%	23%	13%	8%
	2019	24%	27%	49%	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	69%	70%	59%	64%	76%	-	83%	-	100%	35%	75%	72%	64%	56%	69%
	2019	78%	81%	85%	78%	78%	90%	-	87%	-	91%	56%	96%	86%	83%	76%	66%
At Meets Grade Level or Above	2021	41%	42%	40%	27%	30%	52%	-	44%	-	100%	24%	58%	43%	33%	24%	30%
	2019	50%	54%	60%	41%	47%	69%	-	65%	-	64%	30%	78%	61%	57%	44%	28%
At Masters Grade Level	2021	18%	18%	23%	11%	16%	30%	-	39%	-	58%	15%	13%	24%	19%	11%	15%
	2019	24%	26%	38%	22%	30%	45%	-	48%	-	55%	16%	59%	39%	35%	22%	18%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	71%	<b>70%</b>	61%	63%	77%	-	86%	-	*	32%	67%	70%	69%	54%	67%	
	2019	75%	78%	<b>85%</b>	78%	75%	91%	-	89%	-	*	53%	88%	87%	80%	75%	64%	
At Meets Grade Level or Above	2021	45%	46%	<b>42%</b>	32%	29%	54%	-	43%	-	*	22%	56%	43%	37%	24%	29%	
	2019	48%	52%	<b>56%</b>	33%	44%	65%	-	67%	-	*	23%	71%	58%	48%	40%	28%	
At Masters Grade Level	2021	18%	19%	<b>25%</b>	21%	13%	35%	-	43%	-	*	17%	11%	25%	25%	12%	12%	
	2019	21%	24%	<b>37%</b>	19%	24%	46%	-	44%	-	*	14%	47%	36%	39%	20%	8%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	67%	<b>73%</b>	61%	70%	78%	-	86%	-	*	46%	89%	75%	66%	63%	78%	
	2019	82%	85%	<b>88%</b>	89%	84%	90%	-	89%	-	*	67%	100%	89%	83%	82%	76%	
At Meets Grade Level or Above	2021	37%	37%	<b>44%</b>	25%	37%	53%	-	57%	-	*	32%	56%	46%	37%	27%	40%	
	2019	52%	55%	<b>63%</b>	52%	47%	72%	-	56%	-	*	42%	82%	63%	61%	49%	20%	
At Masters Grade Level	2021	18%	16%	<b>28%</b>	4%	24%	36%	-	43%	-	*	20%	22%	30%	20%	14%	26%	
	2019	26%	29%	<b>44%</b>	30%	35%	50%	-	44%	-	*	19%	76%	46%	39%	30%	20%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	61%	<b>62%</b>	42%	54%	69%	-	*	-	*	0%	*	69%	43%	47%	58%	
	2019	68%	74%	<b>73%</b>	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%	
At Meets Grade Level or Above	2021	30%	32%	<b>29%</b>	17%	13%	42%	-	*	-	*	0%	*	36%	11%	17%	16%	
	2019	38%	44%	<b>51%</b>	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%	
At Masters Grade Level	2021	9%	9%	<b>6%</b>	0%	3%	4%	-	*	-	*	0%	*	7%	4%	3%	6%	
	2019	14%	17%	<b>18%</b>	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	71%	<b>68%</b>	71%	59%	78%	-	*	-	*	50%	*	68%	69%	54%	58%	
	2019	81%	84%	<b>93%</b>	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%	
At Meets Grade Level or Above	2021	44%	43%	<b>38%</b>	29%	27%	53%	-	*	-	*	29%	*	38%	38%	21%	15%	
	2019	54%	58%	<b>74%</b>	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%	
At Masters Grade Level	2021	20%	17%	<b>21%</b>	14%	16%	28%	-	*	-	*	7%	*	20%	23%	13%	8%	
	2019	25%	27%	<b>49%</b>	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%	
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																		
<b>3rd Graders</b>																		

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2021	24%	22%	<b>30%</b>	11%	18%	43%	-	*	-	-	33%	*	28%	37%	12%	23%
	2019	35%	35%	<b>33%</b>	43%	23%	39%	-	*	-	*	6%	40%	34%	22%	15%	0%
Reading and Mathematics Including EOC	2021	24%	22%	<b>30%</b>	11%	18%	43%	-	*	-	-	33%	*	28%	37%	12%	23%
	2019	35%	35%	<b>33%</b>	43%	23%	39%	-	*	-	*	6%	40%	34%	22%	15%	0%
Reading Including EOC	2021	38%	38%	<b>47%</b>	33%	26%	68%	-	*	-	-	33%	*	43%	58%	26%	27%
	2019	45%	45%	<b>49%</b>	57%	36%	56%	-	*	-	*	13%	80%	52%	22%	30%	30%
Math Including EOC	2021	31%	29%	<b>38%</b>	22%	29%	49%	-	*	-	-	33%	*	36%	47%	21%	36%
	2019	49%	49%	<b>44%</b>	43%	27%	56%	-	*	-	*	31%	40%	46%	33%	22%	0%
<b>4th Graders</b>																	
Reading and Mathematics	2021	26%	24%	<b>25%</b>	8%	13%	35%	-	*	-	*	0%	*	31%	11%	10%	20%
	2019	35%	39%	<b>49%</b>	18%	25%	62%	-	*	-	*	29%	*	50%	48%	40%	13%
Reading and Mathematics Including EOC	2021	26%	24%	<b>25%</b>	8%	13%	35%	-	*	-	*	0%	*	31%	11%	10%	20%
	2019	35%	39%	<b>49%</b>	18%	25%	62%	-	*	-	*	29%	*	50%	48%	40%	13%
Reading Including EOC	2021	36%	33%	<b>29%</b>	17%	16%	39%	-	*	-	*	0%	*	35%	15%	16%	23%
	2019	44%	47%	<b>57%</b>	27%	30%	69%	-	*	-	*	29%	*	57%	57%	47%	13%
Math Including EOC	2021	36%	36%	<b>38%</b>	17%	29%	48%	-	*	-	*	7%	*	45%	19%	21%	37%
	2019	48%	54%	<b>57%</b>	27%	30%	71%	-	*	-	*	36%	*	57%	57%	49%	13%
<b>5th Graders</b>																	
Reading and Mathematics	2021	34%	34%	<b>44%</b>	43%	38%	53%	-	*	-	*	33%	*	44%	46%	28%	27%
	2019	44%	52%	<b>60%</b>	22%	58%	68%	-	*	-	*	31%	50%	65%	46%	36%	43%
Reading and Mathematics Including EOC	2021	34%	34%	<b>44%</b>	43%	38%	53%	-	*	-	*	33%	*	44%	46%	28%	27%
	2019	44%	52%	<b>60%</b>	22%	58%	68%	-	*	-	*	31%	50%	65%	46%	36%	43%
Reading Including EOC	2021	46%	46%	<b>52%</b>	57%	46%	59%	-	*	-	*	33%	*	52%	54%	36%	38%
	2019	54%	63%	<b>61%</b>	22%	62%	68%	-	*	-	*	31%	50%	65%	50%	39%	43%
Math Including EOC	2021	44%	46%	<b>57%</b>	43%	51%	66%	-	*	-	*	53%	*	58%	54%	41%	42%
	2019	58%	65%	<b>85%</b>	89%	77%	87%	-	*	-	*	62%	100%	88%	75%	70%	57%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2021	26%	26%	<b>33%</b>	18%	23%	43%	-	43%	-	*	22%	44%	34%	27%	16%	23%
	2019	36%	40%	<b>48%</b>	26%	37%	58%	-	44%	-	*	21%	59%	50%	43%	33%	16%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2021	28%	27%	<b>33%</b>	18%	23%	43%	-	43%	-	*	22%	44%	34%	27%	16%	23%
	2019	38%	41%	<b>48%</b>	26%	37%	58%	-	44%	-	*	21%	59%	50%	43%	33%	16%
Reading Including EOC	2021	41%	42%	<b>42%</b>	32%	29%	54%	-	43%	-	*	22%	56%	43%	37%	24%	29%
	2019	47%	52%	<b>56%</b>	33%	44%	65%	-	67%	-	*	23%	71%	58%	48%	40%	28%
Math Including EOC	2021	37%	36%	<b>44%</b>	25%	36%	53%	-	57%	-	*	32%	56%	46%	36%	27%	38%
	2019	52%	54%	<b>63%</b>	52%	47%	72%	-	56%	-	*	42%	82%	63%	61%	49%	20%

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

**TEA | School Programs | Assessment  
and Reporting | Performance  
Reporting**

**Student Learning Strengths**

## Distinction Designations

✓ **ELA/Reading**

✓ **Mathematics**

✓ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✓ **Postsecondary Readiness**

✓ **Comparative Closing the Gaps**



### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Our students still have learning gaps from the pandemic. We must ensure that our Tier 1 instruction is strong and intervention is targeted and intentional to further close gaps as evidenced by walkthroughs. **Root Cause:** Student gaps in learning were developed during the pandemic.

# School Processes & Programs

## School Processes & Programs Summary

- Bilingual program (1 class/grade level)
- Regional Day School Program for the Deaf
- Reading Recovery Teacher
- DLL/Esperanza
- Reading Interventionist
- Math Interventionist
- Bilingual Interventionist
- Dyslexia Therapist

## School Processes & Programs Strengths

- Cohesive, collaborative staff
- Diversity with programs
- Highly qualified teaching staff

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** To support the growing diversity of our campus, we need to continuously evaluate our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans. **Root Cause:** Our intervention plans need to be more specific in addressing specific areas of needs of students.

# Perceptions

## Perceptions Summary

- We try to meet the varying needs of students
- We promote a climate of inclusivity and family
- We believe that all students can learn
- Staff is willing to learn

## Family and Community Involvement

- Communication is sent from teachers at least weekly and sent from principal bi-weekly through Commander Connection
- Parents are eager to volunteer

## Culture and Climate

- Staff works collaboratively
- When entering the building, there is a "family" feel - many visitors and substitutes have commented on this
- Administration is available for teachers with open door policy
- Administration is family oriented and supports staff with immediate needs
- Staff are supportive of each other and pick up when there is a need

## Perceptions Strengths

- Great parent/school relationships
- Staff is collaborative and works well together
- We focus on meeting the needs of the whole child
- Great communication between the school and the parents of our students

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We will continue to consider and evaluate ways to positively affect the perceptions of our school community, foster relationships amongst staff, and grow our relationships with our families and community. **Root Cause:** Parents not being in the building during COVID negatively impacted relationships with the community.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- 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
- 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

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications 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, 2023 McNair will focus on one year's growth in Reading for students. This will be evidenced by: K -5th Grades - 85% of students ending the year "on level".

**Evaluation Data Sources:** DRA, Individual Reading Inventories, Running Records, Istation assessments, TPRI, TXKEA

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in kinder through 5th grades will provide daily guided reading for all below level readers as evidenced by weekly guided reading lesson plans and campus monitoring tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students being able to understand and verbalize what is occurring in a text; students receiving appropriate and timely feedback</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, coach, admin</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Daily intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the classroom teacher and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grades K-2 by the Reading Recovery and DLL teachers. Maximization of intervention minutes will be evidenced by daily schedules.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeting the specific needs of those at-risk students; increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist, Reading Recovery Teacher, DLL</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading and Math Interventionists - Title I, Part A - \$78,000, Bilingual literacy supplies and materials - Title I, Part A - \$11,860</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborative team meetings will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons. This will be evidenced by collaborative team meeting agendas and the utilization of the campus data card.</p> <p><b>Strategy's Expected Result/Impact:</b> Data driven instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, coach, admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 100% of eligible HB4545 students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2023. This will be evidenced by tracking sheets and Frontline entries.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**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:** By May, 2023 McNair will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by 85% of Kinder through 2nd grade level students ending the year with 90% of students on level on PNA and 85% of 3rd through 5th students ending on at least approaches on Imagine Math benchmarks.

**Evaluation Data Sources:** PNA, IM, Math STEMScopes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide targeted intervention for students performing below grade level based on math essentials, Primary Numeracy components, formative, and common assessments as evidenced by fluidity in intervention groups and data tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have conceptual understanding of mathematical concepts. Students will know and learn essential math standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, math interventionist, admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize collaborative team meetings and vertical planning days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data, and plan interventions and enrichment. This will be evidenced by collaborative team agendas and intervention/enrichment groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase performance on math essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, interventionists, coach, admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 100% of eligible HB4545 students will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2023. This will be evidenced by tracking sheets and Frontline entries.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





**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 3:** By May 2023, the number of students who are being provided tiered supports for academic and well being needs will decrease by 5%. This will be evidenced by a needs assessment of each student to determine gaps in resources and areas for growth.

**Evaluation Data Sources:** Caseload logs and a decrease in classroom challenges by 5%

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The addition and implementation of Communities In Schools (CIS) will empower students to confront and overcome personal challenges and structural barriers so they can take charge of the future they want for themselves. This will be evidenced by a caseload of at least 100 students who are met with throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervening on the exact needs of students through services which address students' physical, academic, social-emotional, and mental health barriers to positively impact student success.</p> <p><b>Staff Responsible for Monitoring:</b> Site coordinator, Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A - \$12,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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:** Improve student and staff recognition and communication by 5% as measured the district engagement survey to create a positive culture through events and effective communication with students, staff, and parents.

**Evaluation Data Sources:** District employee engagement survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Positive office referrals will be implemented. Students will be recognized by teachers through a referral form for positive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> The more students are recognized for positive behaviors, the office will see a decrease in negative behavior office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, and Staff.</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continuation of the Commander Connection (community) and implementation of McNair Staff News, the weekly staff newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Bi-weekly newsletter developed through the use of SMORE for the community. Weekly newsletter to staff to improve teacher communication loop.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implementation of the Discipline Committee and the behavior triangle to assist in campus wide expectations that will contribute to a positive climate and culture</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and improve student learning within the classroom environment</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for McNair Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for McNair Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lauren Willison	District Instructional Coach	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Perez	Math Interventionist		.5
Rachel Miller	Reading Interventionist		.5

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Djenane Bolton	Principal
Classroom Teacher	Shannon Koch	Kinder Teacher
Classroom Teacher	Katie Cooper	1st grade teacher
Classroom Teacher	Lindsey Davidson	2nd grade teacher
Classroom Teacher	Amy Murray	4th grade teacher
Classroom Teacher	Susan Allen	5th grade teacher
Non-classroom Professional	Deanne Harrup	Counselor
Administrator	Morgann Hawkins	Assistant Principal
Community Representative	Faith United	Community Church
Business Representative	Metzler's BBQ	Community Business
Parent	Terra Stegman	Parent
Parent	Wendy Martinez	Parent
Paraprofessional	Lorrie Rocha	Inclusion Aide
Paraprofessional	Crystal Godin	Communications Facilitator
CIS Site Coordinator	Jennifer Cardwell	CIS
Non-classroom Professional	Sandra Metzler	PE
Non-classroom Professional	Paul Parkerson	Bilingual/ESL Specialist
Classroom Teacher	Erica Galindo	3rd Grade



# Campus Funding Summary

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading and Math Interventionists		\$78,000.00
1	1	2	Bilingual literacy supplies and materials		\$11,860.00
1	3	1			\$12,000.00
<b>Sub-Total</b>					<b>\$101,860.00</b>

# **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: DENTON ISD**

**Campus Name: MCNAIR EL**

**Campus Number: 061901106**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**MCNAIR EL (061901106) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	68%	<b>70%</b>	56%	55%	86%	-	*	-	-	42%	*	66%	84%	50%	59%
	2019	76%	77%	<b>83%</b>	86%	73%	89%	-	*	-	*	63%	80%	85%	67%	63%	80%
At Meets Grade Level or Above	2021	39%	38%	<b>47%</b>	33%	26%	68%	-	*	-	-	33%	*	43%	58%	26%	27%
	2019	45%	45%	<b>49%</b>	57%	36%	56%	-	*	-	*	13%	80%	52%	22%	30%	30%
At Masters Grade Level	2021	19%	19%	<b>27%</b>	11%	16%	38%	-	*	-	-	25%	*	25%	32%	17%	23%
	2019	27%	27%	<b>34%</b>	43%	23%	42%	-	*	-	*	13%	80%	36%	22%	19%	10%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	63%	<b>71%</b>	67%	55%	86%	-	*	-	-	58%	*	67%	84%	60%	73%
	2019	79%	80%	<b>83%</b>	57%	82%	86%	-	*	-	*	63%	100%	87%	56%	70%	90%
At Meets Grade Level or Above	2021	31%	29%	<b>40%</b>	22%	32%	49%	-	*	-	-	33%	*	36%	53%	24%	41%
	2019	49%	49%	<b>44%</b>	43%	27%	56%	-	*	-	*	31%	40%	46%	33%	22%	0%
At Masters Grade Level	2021	14%	12%	<b>22%</b>	0%	16%	30%	-	*	-	-	8%	*	21%	26%	12%	23%
	2019	25%	24%	<b>30%</b>	29%	23%	36%	-	*	-	*	13%	40%	31%	22%	15%	0%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	61%	<b>62%</b>	50%	53%	67%	-	*	-	*	7%	*	64%	56%	47%	57%
	2019	75%	77%	<b>85%</b>	64%	65%	95%	-	*	-	*	64%	*	84%	90%	81%	38%
At Meets Grade Level or Above	2021	36%	33%	<b>29%</b>	17%	16%	39%	-	*	-	*	0%	*	35%	15%	16%	23%
	2019	44%	47%	<b>57%</b>	27%	30%	69%	-	*	-	*	29%	*	57%	57%	47%	13%
At Masters Grade Level	2021	17%	16%	<b>18%</b>	8%	5%	28%	-	*	-	*	0%	*	19%	15%	5%	10%
	2019	22%	23%	<b>34%</b>	9%	5%	45%	-	*	-	*	7%	*	31%	43%	15%	13%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	62%	<b>66%</b>	50%	66%	67%	-	*	-	*	7%	*	73%	44%	53%	73%
	2019	75%	81%	<b>83%</b>	100%	70%	86%	-	*	-	*	57%	*	82%	86%	81%	50%
At Meets Grade Level or Above	2021	36%	36%	<b>38%</b>	17%	29%	48%	-	*	-	*	7%	*	45%	19%	21%	37%
	2019	48%	54%	<b>57%</b>	27%	30%	71%	-	*	-	*	36%	*	57%	57%	49%	13%
At Masters Grade Level	2021	21%	20%	<b>23%</b>	0%	18%	28%	-	*	-	*	7%	*	28%	7%	9%	23%
	2019	28%	34%	<b>37%</b>	18%	15%	45%	-	*	-	*	14%	*	38%	33%	32%	13%
<b>Grade 4 Writing</b>																	

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**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	53%	<b>62%</b>	42%	54%	69%	-	*	-	*	0%	*	69%	43%	47%	58%
	2019	67%	72%	<b>73%</b>	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
At Meets Grade Level or Above	2021	27%	26%	<b>29%</b>	17%	13%	42%	-	*	-	*	0%	*	36%	11%	17%	16%
	2019	35%	40%	<b>51%</b>	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%
At Masters Grade Level	2021	8%	7%	<b>6%</b>	0%	3%	4%	-	*	-	*	0%	*	7%	4%	3%	6%
	2019	11%	13%	<b>18%</b>	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>80%</b>	86%	81%	78%	-	*	-	*	47%	*	80%	77%	69%	85%
	2019	86%	91%	<b>87%</b>	89%	85%	87%	-	*	-	*	31%	88%	92%	75%	76%	71%
At Meets Grade Level or Above	2021	46%	46%	<b>52%</b>	57%	46%	59%	-	*	-	*	33%	*	52%	54%	36%	38%
	2019	54%	63%	<b>61%</b>	22%	62%	68%	-	*	-	*	31%	50%	65%	50%	39%	43%
At Masters Grade Level	2021	30%	31%	<b>32%</b>	57%	19%	41%	-	*	-	*	27%	*	30%	38%	15%	4%
	2019	29%	35%	<b>43%</b>	11%	38%	51%	-	*	-	*	23%	25%	43%	42%	27%	0%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	72%	<b>86%</b>	71%	89%	84%	-	*	-	*	73%	*	86%	85%	82%	88%
	2019	90%	94%	<b>98%</b>	100%	96%	98%	-	*	-	*	85%	100%	100%	92%	94%	86%
At Meets Grade Level or Above	2021	44%	46%	<b>57%</b>	43%	51%	66%	-	*	-	*	53%	*	58%	54%	41%	42%
	2019	58%	65%	<b>85%</b>	89%	77%	87%	-	*	-	*	62%	100%	88%	75%	70%	57%
At Masters Grade Level	2021	25%	26%	<b>42%</b>	14%	38%	53%	-	*	-	*	40%	*	42%	38%	26%	31%
	2019	36%	43%	<b>64%</b>	44%	62%	68%	-	*	-	*	31%	100%	70%	50%	39%	57%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	62%	<b>68%</b>	71%	59%	78%	-	*	-	*	50%	*	68%	69%	54%	58%
	2019	75%	79%	<b>93%</b>	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
At Meets Grade Level or Above	2021	31%	30%	<b>38%</b>	29%	27%	53%	-	*	-	*	29%	*	38%	38%	21%	15%
	2019	49%	54%	<b>74%</b>	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
At Masters Grade Level	2021	13%	12%	<b>21%</b>	14%	16%	28%	-	*	-	*	7%	*	20%	23%	13%	8%
	2019	24%	27%	<b>49%</b>	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	69%	<b>70%</b>	59%	64%	76%	-	83%	-	100%	35%	75%	72%	64%	56%	69%
	2019	78%	81%	<b>85%</b>	78%	78%	90%	-	87%	-	91%	56%	96%	86%	83%	76%	66%

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**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

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

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At Meets Grade Level or Above	2021	41%	42%	<b>40%</b>	27%	30%	52%	-	44%	-	100%	24%	58%	43%	33%	24%	30%
	2019	50%	54%	<b>60%</b>	41%	47%	69%	-	65%	-	64%	30%	78%	61%	57%	44%	28%
At Masters Grade Level	2021	18%	18%	<b>23%</b>	11%	16%	30%	-	39%	-	58%	15%	13%	24%	19%	11%	15%
	2019	24%	26%	<b>38%</b>	22%	30%	45%	-	48%	-	55%	16%	59%	39%	35%	22%	18%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	71%	<b>70%</b>	61%	63%	77%	-	86%	-	*	32%	67%	70%	69%	54%	67%
	2019	75%	78%	<b>85%</b>	78%	75%	91%	-	89%	-	*	53%	88%	87%	80%	75%	64%
At Meets Grade Level or Above	2021	45%	46%	<b>42%</b>	32%	29%	54%	-	43%	-	*	22%	56%	43%	37%	24%	29%
	2019	48%	52%	<b>56%</b>	33%	44%	65%	-	67%	-	*	23%	71%	58%	48%	40%	28%
At Masters Grade Level	2021	18%	19%	<b>25%</b>	21%	13%	35%	-	43%	-	*	17%	11%	25%	25%	12%	12%
	2019	21%	24%	<b>37%</b>	19%	24%	46%	-	44%	-	*	14%	47%	36%	39%	20%	8%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	67%	<b>73%</b>	61%	70%	78%	-	86%	-	*	46%	89%	75%	66%	63%	78%
	2019	82%	85%	<b>88%</b>	89%	84%	90%	-	89%	-	*	67%	100%	89%	83%	82%	76%
At Meets Grade Level or Above	2021	37%	37%	<b>44%</b>	25%	37%	53%	-	57%	-	*	32%	56%	46%	37%	27%	40%
	2019	52%	55%	<b>63%</b>	52%	47%	72%	-	56%	-	*	42%	82%	63%	61%	49%	20%
At Masters Grade Level	2021	18%	16%	<b>28%</b>	4%	24%	36%	-	43%	-	*	20%	22%	30%	20%	14%	26%
	2019	26%	29%	<b>44%</b>	30%	35%	50%	-	44%	-	*	19%	76%	46%	39%	30%	20%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	61%	<b>62%</b>	42%	54%	69%	-	*	-	*	0%	*	69%	43%	47%	58%
	2019	68%	74%	<b>73%</b>	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
At Meets Grade Level or Above	2021	30%	32%	<b>29%</b>	17%	13%	42%	-	*	-	*	0%	*	36%	11%	17%	16%
	2019	38%	44%	<b>51%</b>	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%
At Masters Grade Level	2021	9%	9%	<b>6%</b>	0%	3%	4%	-	*	-	*	0%	*	7%	4%	3%	6%
	2019	14%	17%	<b>18%</b>	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	71%	<b>68%</b>	71%	59%	78%	-	*	-	*	50%	*	68%	69%	54%	58%
	2019	81%	84%	<b>93%</b>	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
At Meets Grade Level or Above	2021	44%	43%	<b>38%</b>	29%	27%	53%	-	*	-	*	29%	*	38%	38%	21%	15%
	2019	54%	58%	<b>74%</b>	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
At Masters Grade Level	2021	20%	17%	<b>21%</b>	14%	16%	28%	-	*	-	*	7%	*	20%	23%	13%	8%
	2019	25%	27%	<b>49%</b>	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	61	<b>68</b>	64	67	69	-	*	-	*	64	*	69	66	63	*
	2018	63	63	<b>74</b>	82	61	79	-	*	-	*	80	67	75	73	77	60
Grade 4 Mathematics	2019	65	73	<b>68</b>	59	62	71	-	*	-	*	68	*	70	63	64	50
	2018	65	67	<b>62</b>	63	63	63	-	*	-	*	64	71	66	52	67	86
Grade 5 ELA/Reading	2019	81	84	<b>75</b>	72	71	76	-	*	-	*	59	81	72	82	65	67
	2018	80	82	<b>78</b>	82	84	76	*	*	-	*	55	80	78	82	74	88
Grade 5 Mathematics	2019	83	89	<b>98</b>	100	96	99	-	*	-	*	100	100	99	95	95	100
	2018	81	83	<b>97</b>	100	100	94	*	*	-	*	89	90	97	98	98	100
All Grades Both Subjects	2019	69	70	<b>77</b>	73	76	78	-	80	-	92	72	92	77	77	70	73
	2018	69	70	<b>78</b>	81	77	78	*	80	-	81	71	76	80	73	79	86
All Grades ELA/Reading	2019	68	69	<b>71</b>	68	69	72	-	80	-	*	62	83	70	74	63	70
	2018	69	70	<b>76</b>	82	73	77	*	80	-	*	68	73	76	77	75	77
All Grades Mathematics	2019	70	72	<b>82</b>	78	82	83	-	80	-	*	82	100	83	80	77	75
	2018	70	70	<b>80</b>	80	81	79	*	80	-	*	75	79	83	70	82	94

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	69%	<b>70%</b>	68%	-	-	-	68%	-	63%	65%	-	56%	*	70%	67%	100%
	2019	78%	81%	<b>85%</b>	-	-	-	-	-	-	63%	63%	-	-	-	-	63%	-
At Meets Grade Level or Above	2021	41%	42%	<b>40%</b>	29%	-	-	-	29%	-	26%	27%	-	22%	*	45%	29%	44%
	2019	50%	54%	<b>60%</b>	-	-	-	-	-	-	24%	24%	-	-	-	-	24%	-
At Masters Grade Level	2021	18%	18%	<b>23%</b>	15%	-	-	-	15%	-	17%	19%	-	11%	*	26%	15%	22%
	2019	24%	26%	<b>38%</b>	-	-	-	-	-	-	15%	15%	-	-	-	-	15%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	71%	<b>70%</b>	65%	-	-	-	65%	-	65%	64%	-	*	*	71%	65%	*
	2019	75%	78%	<b>85%</b>	-	-	-	-	-	-	61%	61%	-	-	-	-	61%	-
At Meets Grade Level or Above	2021	45%	46%	<b>42%</b>	32%	-	-	-	32%	-	18%	21%	-	*	*	47%	28%	*
	2019	48%	52%	<b>56%</b>	-	-	-	-	-	-	26%	26%	-	-	-	-	26%	-
At Masters Grade Level	2021	18%	19%	<b>25%</b>	12%	-	-	-	12%	-	12%	14%	-	*	*	30%	12%	*
	2019	21%	24%	<b>37%</b>	-	-	-	-	-	-	9%	9%	-	-	-	-	9%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	67%	<b>73%</b>	79%	-	-	-	79%	-	71%	71%	-	*	*	71%	77%	*
	2019	82%	85%	<b>88%</b>	-	-	-	-	-	-	74%	74%	-	-	-	-	74%	-
At Meets Grade Level or Above	2021	37%	37%	<b>44%</b>	39%	-	-	-	39%	-	41%	36%	-	*	*	46%	40%	*
	2019	52%	55%	<b>63%</b>	-	-	-	-	-	-	17%	17%	-	-	-	-	17%	-
At Masters Grade Level	2021	18%	16%	<b>28%</b>	25%	-	-	-	25%	-	29%	29%	-	*	*	29%	25%	*
	2019	26%	29%	<b>44%</b>	-	-	-	-	-	-	17%	17%	-	-	-	-	17%	-
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	61%	<b>62%</b>	57%	-	-	-	57%	-	57%	67%	-	*	-	63%	57%	*
	2019	68%	74%	<b>73%</b>	-	-	-	-	-	-	14%	14%	-	-	-	-	14%	-
At Meets Grade Level or Above	2021	30%	32%	<b>29%</b>	13%	-	-	-	13%	-	29%	33%	-	*	-	35%	17%	*
	2019	38%	44%	<b>51%</b>	-	-	-	-	-	-	14%	14%	-	-	-	-	14%	-
At Masters Grade Level	2021	9%	9%	<b>6%</b>	4%	-	-	-	4%	-	14%	17%	-	*	-	6%	7%	*
	2019	14%	17%	<b>18%</b>	-	-	-	-	-	-	14%	14%	-	-	-	-	14%	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	71%	<b>68%</b>	58%	-	-	-	58%	-	40%	*	-	*	-	73%	54%	*
	2019	81%	84%	<b>93%</b>	-	-	-	-	-	-	83%	83%	-	-	-	-	83%	-
At Meets Grade Level or Above	2021	44%	43%	<b>38%</b>	16%	-	-	-	16%	-	0%	*	-	*	-	50%	13%	*
	2019	54%	58%	<b>74%</b>	-	-	-	-	-	-	50%	50%	-	-	-	-	50%	-
At Masters Grade Level	2021	20%	17%	<b>21%</b>	5%	-	-	-	5%	-	0%	*	-	*	-	27%	4%	*
	2019	25%	27%	<b>49%</b>	-	-	-	-	-	-	33%	33%	-	-	-	-	33%	-



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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	94%	<b>97%</b>	96%	98%	97%	-	95%	-	100%	97%	100%	97%	97%	96%	98%
Included in Accountability	83%	89%	<b>92%</b>	96%	90%	92%	-	95%	-	100%	92%	100%	97%	79%	91%	92%
Not Included in Accountability: Mobile	3%	4%	<b>4%</b>	0%	6%	4%	-	0%	-	0%	3%	0%	1%	14%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	-	0%	-	0%	2%	0%	0%	3%	1%	3%
Not Tested	12%	6%	<b>3%</b>	4%	2%	3%	-	5%	-	0%	3%	0%	3%	3%	4%	2%
Absent	2%	1%	<b>1%</b>	4%	2%	0%	-	0%	-	0%	0%	0%	1%	2%	1%	2%
Other	10%	5%	<b>2%</b>	0%	0%	3%	-	5%	-	0%	3%	0%	2%	1%	2%	0%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>98%</b>	100%	97%	97%	-	100%	-	100%	99%	100%	99%	94%	95%	100%
Not Included in Accountability: Mobile	4%	4%	<b>2%</b>	0%	3%	3%	-	0%	-	0%	1%	0%	1%	6%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	99.0%	<b>99.3%</b>	99.4%	99.3%	99.4%		* 99.3%	*	*	99.1%	99.2%	99.4%
2018-19	95.4%	96.2%	<b>97.0%</b>	97.4%	96.9%	96.9%		* 97.9%	*	99.4%	96.5%	96.5%	97.2%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	3.5%	<b>1.2%</b>	2.2%	0.5%	1.6%		* 0.0%	*	*	3.7%	1.1%	0.0%
2018-19	11.4%	6.9%	<b>2.5%</b>	2.0%	2.7%	2.3%		* 6.3%	*	0.0%	4.1%	3.6%	4.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2017</b>													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	-	-	2,096	360,220
<b>By Ethnicity:</b>				
African American	-	-	378	44,729
Hispanic	-	-	631	184,060
White	-	-	950	105,215
American Indian	-	-	11	1,226
Asian	-	-	91	17,126
Pacific Islander	-	-	4	557
Two or More Races	-	-	31	7,307
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	952
Foundation H.S. Program (No Endorsement)	-	-	212	49,535
Foundation H.S. Program (Endorsement)	-	-	50	15,689
Foundation H.S. Program (DLA)	-	-	1,831	292,532
Special Education Graduates	-	-	178	29,018
Economically Disadvantaged Graduates	-	-	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	152	29,639
At-Risk Graduates	-	-	484	148,836

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	531	100.0%	30,189	5,359,040	533	100.0%	30,267	5,371,586
<b>Students by Grade:</b>								
Early Childhood Education	1	0.2%	0.1%	0.3%	2	0.4%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.2%	3.7%	0	0.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	2.4%	3.2%				
Kindergarten	77	14.5%	6.8%	6.7%	77	14.4%	6.8%	6.7%
Grade 1	87	16.4%	7.0%	7.1%	87	16.3%	7.0%	7.1%
Grade 2	79	14.9%	7.3%	7.1%	79	14.8%	7.3%	7.1%
Grade 3	91	17.1%	6.9%	7.1%	92	17.3%	6.9%	7.1%
Grade 4	113	21.3%	7.3%	7.2%	113	21.2%	7.3%	7.2%
Grade 5	83	15.6%	7.0%	7.4%	83	15.6%	7.0%	7.4%
Grade 6	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
<b>Ethnic Distribution:</b>								
African American	46	8.7%	18.5%	12.7%	47	8.8%	18.5%	12.7%
Hispanic	231	43.5%	33.7%	52.9%	232	43.5%	33.7%	52.9%
White	230	43.3%	41.2%	26.5%	230	43.2%	41.2%	26.5%
American Indian	1	0.2%	0.5%	0.3%	1	0.2%	0.5%	0.3%
Asian	14	2.6%	3.3%	4.7%	14	2.6%	3.3%	4.7%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	8	1.5%	2.7%	2.7%	8	1.5%	2.7%	2.7%
<b>Sex:</b>								
Female	282	53.1%	48.9%	48.9%	283	53.1%	48.9%	48.9%
Male	249	46.9%	51.1%	51.1%	250	46.9%	51.1%	51.1%
Economically Disadvantaged	291	54.8%	47.8%	60.3%	291	54.6%	47.8%	60.2%
Non-Educationally Disadvantaged	240	45.2%	52.2%	39.7%	242	45.4%	52.2%	39.8%
Section 504 Students	25	4.7%	10.8%	7.2%	25	4.7%	10.8%	7.2%
EB Students/EL	141	26.6%	16.0%	20.7%	141	26.5%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.2%	1.1%	1.2%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	24	4.5%	6.4%	4.5%	24	4.5%	6.4%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	4	0.8%	1.6%	1.1%	4	0.8%	1.6%	1.1%
Immigrant	9	1.7%	1.4%	2.0%	9	1.7%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	485	91.3%	30.4%	64.5%	487	91.4%	30.5%	64.5%
Military Connected	1	0.2%	0.9%	2.7%	1	0.2%	0.9%	2.7%
At-Risk	158	29.8%	30.2%	49.2%	158	29.6%	30.1%	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	142	26.7%	17.0%	21.0%	142	26.6%	16.9%	20.9%
Gifted and Talented Education	43	8.1%	10.3%	8.3%	43	8.1%	10.2%	8.3%
Special Education	76	14.3%	12.4%	11.1%	78	14.6%	12.5%	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	76							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	34.8%	42.5%				
Students with Physical Disabilities	48	63.2%	24.6%	21.3%				
Students with Autism	*	*	11.3%	14.1%				
Students with Behavioral Disabilities	13	17.1%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	48	9.2%	13.5%	13.8%				
By Ethnicity:								
African American	5	1.0%	4.1%	2.8%				
Hispanic	26	5.0%	4.1%	7.1%				
White	13	2.5%	4.5%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	3	0.6%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	11.0%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	16	12.1%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	32	11.6%	18.2%	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	74	16.4%	17.5%	16.6%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	3.5%	1.2%	1.4%	0.0%	5.3%	4.8%
Grade 1	2.9%	0.8%	1.9%	8.3%	0.7%	3.2%
Grade 2	0.0%	0.1%	1.0%	0.0%	1.1%	1.4%
Grade 3	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.3%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.7%	0.4%
Grade 9	-	0.9%	4.7%	-	0.7%	7.8%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	15.4	16.1	17.7
Grade 1	16.9	16.2	18.0
Grade 2	13.6	17.4	18.0
Grade 3	16.2	16.8	18.2
Grade 4	20.6	17.5	18.3
Grade 5	18.3	17.6	19.8
Grade 6	-	20.0	19.4
<b>Secondary:</b>			
English/Language Arts	-	18.7	15.7
Foreign Languages	-	19.0	17.8
Mathematics	-	20.6	16.9
Science	-	20.9	17.9
Social Studies	-	21.6	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	62.8	100.0%	100.0%	100.0%
Professional Staff:	50.1	79.8%	73.5%	64.3%
Teachers	41.7	66.4%	57.6%	49.6%
Professional Support	6.4	10.1%	12.3%	10.6%
Campus Administration (School Leadership)	2.0	3.2%	2.9%	3.0%
Educational Aides:	12.7	20.2%	10.9%	10.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	32.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	1.0	n/a	89.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	15.4	24.6%	30.3%	51.5%
<b>Teachers by Ethnicity:</b>				
African American	2.0	4.8%	8.3%	11.1%
Hispanic	6.7	16.2%	14.4%	28.4%
White	31.0	74.3%	74.0%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	2.4%	1.0%	1.8%
Pacific Islander	1.0	2.4%	0.2%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.2%
<b>Teachers by Sex:</b>				
Males	2.9	6.8%	25.2%	23.8%
Females	38.9	93.2%	74.8%	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.2%	1.2%
Bachelors	29.7	71.3%	68.2%	73.0%
Masters	12.0	28.7%	29.9%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.9	2.1%	9.0%	6.7%
1-5 Years Experience	10.9	26.0%	30.4%	27.8%
6-10 Years Experience	5.0	12.0%	19.4%	20.3%
11-20 Years Experience	16.0	38.3%	30.2%	29.1%
21-30 Years Experience	9.0	21.6%	9.5%	13.0%
Over 30 Years Experience	0.0	0.0%	1.6%	3.1%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.7	n/a	12.7	14.5

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	5.0	8.1	6.4
Average Years Experience of Principals with District	5.0	7.3	5.5
Average Years Experience of Assistant Principals	2.0	6.0	5.5
Average Years Experience of Assistant Principals with District	2.0	5.3	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	12.7	9.8	11.2
Average Years Experience of Teachers with District:	7.6	5.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$55,503	\$55,806	\$50,849
1-5 Years Experience	\$57,091	\$57,159	\$53,288
6-10 Years Experience	\$60,603	\$59,581	\$56,282
11-20 Years Experience	\$60,381	\$62,201	\$59,900
21-30 Years Experience	\$66,109	\$65,442	\$64,637
Over 30 Years Experience	-	\$74,857	\$69,974
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$60,683	\$60,097	\$57,641
Professional Support	\$63,250	\$69,580	\$68,030
Campus Administration (School Leadership)	\$85,163	\$87,688	\$83,424
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	71.5%	64.6%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.5	1.3%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	5.0%	5.1%
Compensatory Education	4.0	9.6%	1.4%	2.8%
Gifted and Talented Education	0.5	1.2%	1.0%	1.8%
Regular Education	34.7	83.2%	77.2%	71.0%
Special Education	2.0	4.8%	6.4%	9.4%
Other	0.0	0.0%	6.6%	3.6%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**MCNAIR EL (061901106) - DENTON ISD - DENTON COUNTY**

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)

**Denton Independent School District**  
**Nelson Elementary**  
**2022-2023 Campus Improvement Plan**





# Mission Statement

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

## Vision

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

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	19
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We engage our new staff members through our "New to Nelson" mentorship program.

We engage parents through programs such as the PTA, Muffins with Moms, and All Pro Dads.

We engage students through our diversity programs, STEM nights, and extra-curricular activities.

### Demographics Strengths

**Our campus strengths include the following:**

- Giving assessments
- Progress monitoring
- Addressing the needs of below level learners
- Addressing the social-emotional needs of students
- Parent communication
- Celebrating and acknowledging student success
- Providing extra-curricular opportunities
- Providing mentoring opportunities for new staff members
- Increased percentage of minority staff members
- Beginning of the year trainings focused on restorative practices and cultural awareness

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our campus sees a need in increasing our ability to relate to populations that are different from our own.

# Student Learning

## Student Learning Summary

The majority of students are leaving each grade level with at least 1 year's growth in learning.

Math data indicates we need to identify a better system of tracking student progress throughout the school year.

## Student Learning Strengths

**Nelson Elementary has strengths in the following areas:**

- Targeted small group instruction
- Progress monitoring for reading
- Documented growth through interventions

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our campus will benefit from a specific plan for tracking student growth in math.

# School Processes & Programs

## School Processes & Programs Summary

We have identified the following processes/programs:

- Behavior management/CHAMPS
- Mentor programs for new teachers
- Pacing guides (from the grade level and district)
- After school programs

## School Processes & Programs Strengths

**Nelson Elementary has strengths in the following areas:**

Behavior management/CHAMPS

- CHAMPS Charts
- PRIDE Awards
- Parent Communication

Mentor programs for new teachers

- New hires are retained through the campus culture

Pacing guides (from the grade level and district)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our campus is re-evaluating our MTSS system and Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders.

# Perceptions

## Perceptions Summary

Nelson Elementary has strong parent-communication skills.

Nelson Elementary has multiple ways to celebrate student success.

Our campus community is looking into ways to be on the same page with communication and ways to relate to all stakeholders.

## Perceptions Strengths

**Nelson Elementary has strengths in the following areas:**

Parent Communication Skills

- Teachers consistently reach out to families
- Parent concerns are addressed immediately (i.e. within a day)

Celebrating student success:

- Consistent celebrations of student achievement through the use of PRIDE awards, CHAMPS celebrations, and PTA-sponsored activities

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Differences in views of behavioral modification.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- 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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline 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
- 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-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
- Budgets/entitlements and expenditures data
- 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 2023, 100% of students will demonstrate a minimum of 1 year's academic growth in Reading Language Arts as evidenced by:

- \*Reading - 1 year's growth in reading levels
- \*Writing - 90% of students on level for writing

### **HB3 Guiding Outcome**

**Evaluation Data Sources:** ELI Assessments

Individual Reading Inventories

Running Records

Istation assessments





TPRI

TXKEA

Report Card Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Regularly scheduled PLC meetings to address the 4 critical questions of a PLC:  * Each team will meet bi-weekly and on early release days.  *Teams will be given 1/2 days for planning and mega labs, as the need arises.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Substitutes to cover 1/2 day or full day PLC meetings. - Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> By September 6, 2022 grade level teams will identify SMART goals that align with the campus and district goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> By September 16, 2022 teachers and administrators will identify professional goals that align with the campus and district goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers  Administrators</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Targeted ESL support for at risk English Language Learners will be provided by the ESL specialist through small group instruction. This will occur on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ESL Specialist</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers in grades PreK-5 will provide Tier 1, Tier 2, and Tier 3 interventions through conferring and small group instruction, daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Campus Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Training by the Teachers College - Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Targeted reading intervention through a K-2 reading interventionist/reading recovery teacher. Intervention will be provided 4 days a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations for reading to at least 85%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, K-2 Reading Interventionist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> K-2 Reading Interventionist - State Compensatory Education (SCE) - \$30,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> At risk students in grades 3-5 will receive intervention for a minimum of 20 minutes a day, 4 days a week through the campus reading and math intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations for reading to at least 85%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, 3-5 Reading Interventionist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> 3-5 Reading Interventionist - State Compensatory Education (SCE) - \$30,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 100% of eligible HB4545 students will be served by May 2023. Students will be served by the campus interventionists, A Team tutors, and classroom teachers through targeted small group instruction. Tutoring will occur for a minimum of 30 minutes a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve 1 year's growth in reading by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers ESSR funded tutor(s) Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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:** By May 2023 90% of students in grades PK-5 will demonstrate mastery of math essentials as measured through common formative assessment.

**Evaluation Data Sources:** Common Assessments  
 Primary Numeracy Assessments  
 Report Card Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will intervene with Primary Numeracy Assessment (PNA) intervention lessons for all at risk students based on the PNA assessment. This will be measured by the beginning of the year, middle of the year, and end of the year PNA assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022, 90% of students will make be on level for the Primary Numeracy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, K-2 Interventionist, Administrators</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - Targeted Support Strategy</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> General Paraprofessionals will support K-2 intervention. Intervention groups will be based off the mastery of campus essentials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations to at least 90%.</p> <p><b>Staff Responsible for Monitoring:</b> General Paraprofessionals                      Administrators</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Title I, Part A - \$52,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers in grades PreK-5 will provide Tier 1, Tier 2, and Tier 3 interventions through conferring and small group instruction on an ongoing weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will master the grade level math essentials.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 100% of eligible HB4545 students will be served by May 2023. Students will be served by the campus interventionists, A Team tutors, and classroom teachers through targeted small group instruction. Tutoring will occur for a minimum of 30 minutes a week.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will master grade level math essentials.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers ESSR funded tutor(s) Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 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 3:** 90% of Pre Kindergarten students will be identified as "kindergarten ready" as evidenced by the CLI Engage.

**Evaluation Data Sources:** CLI Engage  
Common Assessments for Math Essentials

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Daily intervention provided by the classroom teacher, as needed. Data will be tracked through bi-weekly progress monitoring updates during PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement in students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
 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 4:** 100% of science classrooms will engage in a minimum of 1 STEM lesson per grading period.

**Evaluation Data Sources:** Lesson Plans  
Artifacts (i.e. pictures, student projects)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> STEM training provided by district curriculum directors and staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Each class will have multiple venues (i.e. the STEM lab, the science lab, and the classroom) for providing STEM lessons as evidenced through weekly teacher lesson plans and scheduled STEM lab co-teaching sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Special Areas Teachers Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> New STEM-related science materials for 5th grade science classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engaged in more hands on activities; improving their understanding of science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher Administrator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Creation of a STEM Lab by September 2023</p> <p><b>Strategy's Expected Result/Impact:</b> Classes will have more opportunities for exposure to STEM activities as evidenced by scheduled sign-ups for the STEM lab.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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:** 100% of classrooms will effectively implement well being strategies as evidence through weekly implementation that will result in positive changes to ensure students succeed across various settings.

**Evaluation Data Sources:** Morning Meetings in Classrooms  
 Restorative Practices  
 Treatment Agreements in each Class  
 Campus Engagement Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Strengths assessment and training for students and staff as evidenced through weekly professional learning in the faculty meeting agendas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement; increase staff member engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Strength Champion, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continued implementation of ongoing student celebrations: Positive Office Referrals; PRIDE Awards; Positive Phone Calls Home; etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and increased parent engagement as evidence of student attendance at meetings and parent attendance at events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continued implementation of extra-curricular activities: Engineering Club, Robotics, Music Makers, Honor Choir, Walking Club, Drama Kids, Student Council, Safety Squad, track meet, and OWL Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and increased parent engagement as evidence of student attendance at meetings and parent attendance at events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Staff Members</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Nelson Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

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## Personnel for Nelson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Boerner	K-2 Reading Intervention	NaN
Jordis McLaughlin	3-5 Reading/Math Interventionist	NaN

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Audriana Benford	General Paraprofessional	Title 1	100%
Christine Franz-Fosmire	General Paraprofessional	Title 1	100%

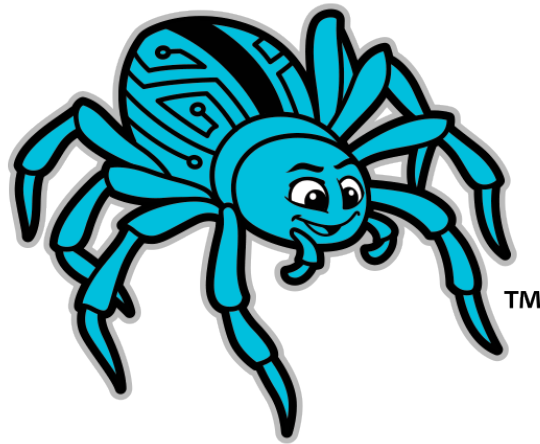
# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jarah Lewis	ECSE Teacher
Classroom Teacher	Taheera Flores	Kindergarten Teacher
Classroom Teacher	Traci Cook	1st Grade Teacher
Classroom Teacher	Chandra Wilburn	2nd Grade Teacher
Classroom Teacher	Monica Robertson	3rd Grade Teacher
Classroom Teacher	Lakeisha Smith	4th Grade Teacher
Classroom Teacher	Kayla Mills	5th Grade Teacher
Non-classroom Professional	Jessica Boerner	Interventionist
Non-classroom Professional	Denise Clyne	Art Teacher
Non-classroom Professional	Renee Elliot	Special Education Teacher
Administrator	Amy Atchley	Assistant Principal
Administrator	Erika Timmons	Principal
District-level Professional	Dr. Robert Stewart	Assistant Superintendent of Human Resources

# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	K-2 Reading Interventionist		\$30,000.00
1	1	7	3-5 Reading Interventionist		\$30,000.00
<b>Sub-Total</b>					<b>\$60,000.00</b>
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes to cover 1/2 day or full day PLC meetings.		\$5,000.00
1	1	5	Training by the Teachers College		\$5,000.00
1	2	2			\$52,000.00
1	4	3			\$2,000.00
<b>Sub-Total</b>					<b>\$64,000.00</b>

**Denton Independent School District**  
**Virtual Academy**  
**2022-2023 Campus Improvement Plan**



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**DENTON ISD**  
VIRTUAL ACADEMY

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Guiding Outcome 3: Growth and 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	19
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	21

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

For the 2021-2022 school year we served-

#### Student Demographics.

- Total number of students: 271
- Total number of free and reduced lunches: 101 for 37%
- Total number of special education: 26 for 9%
- Total number of GT: 35 for 13%
- Hispanic or Latino: 51 for 19%
- Asian: 30 for 11%
- Black or African American: 70 for 26%
- White: 106 for 39%
- Two or More Races: 14 for 5%

We served students from across all of Denton ISD. The following shows the students by zone.

- Guyer: 35 for 13%
- Braswell: 126 for 46%
- Denton High: 66 for 24%
- Ryan: 43 for 16%

#### Student to teacher ratio by grade:

- Kinder- 16:1
- 1st grade- 19:1
- 2nd grade- 15:1
- 3rd grade- 13:1
- 4th grade- 19:1
- 5th grade- 16:1
- 6th grade- 19:1
- 7th grade- 18:1
- 8th grade-16:1

All of our teachers were recommended by their former face to face building administration for Remote Instruction. They were then interviewed and selected by the selection team. Our staff attendance rate is 93%.

The majority of our students' parents are routinely engaged; however, we have had situations where students struggle and this seems to correspond with the lack of the learning coach's support whether it be a lack of presence or the creation of an ineffective learning environment. The campus has also experienced a wide spectrum of learning coach

expectations which has translated to low or sporadic student engagement.

We have had several community members speak with our students such as the local fire department, Denton Librarians, Farm from School programs, and the Denton Recycling Division. The Denton Rotary club provided dictionaries to all our 3rd-grade students. Our 2nd-5th grade students were able to have a field trip to the Clear Creek Nature Preserve.

To support the social and emotional learning of our students, teachers met with students individually or in small groups to discuss issues. They are able to visit with the counselor if needed. Students attend morning meetings with their teachers and guidance lessons with our counselor.

### **Demographics Strengths**

- The diversity of our demographics has led to students interacting with a wider variety of demographics that they might have on their zoned campus. We have richer discussions due to varying perspectives, home lives, ethnicity, socioeconomic status, and overall life experiences.
- A blended perspective in points of view on topics are enriched through whole group, or small group discussions as topics are presented within the content unit and establish respectful ways of communicating with each other
- Parents are completely aware of all expectations as they are laid out for them online.
- We have a high teacher retention rate. All teachers have selected to return to the Virtual Academy.
- For our first year of implementation, we had low teacher to student ratios.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Students do not have as much time to socialize with their peers as they would in a face to face environment. **Root Cause:** Learning in a remote environment.

**Problem Statement 2 (Prioritized):** Students have struggled with following established expectations for participation. **Root Cause:** Students have different levels of support from their Learning Coach.

**Problem Statement 3 (Prioritized):** Students struggling to adjust to multiple perspectives as they interact with each other. **Root Cause:** Students attending have different backgrounds and perspectives. Many have not been on a face to face campus in several years and require more training on social skills and empathy in relating to those who are different from them.

**Problem Statement 4:** Young students struggle to maintain engagement throughout the day. **Root Cause:** Kindergarten-2nd grade students have shown to have short attention spans and struggle to maintain focus throughout the day.

# Student Learning

## Student Learning Summary

Teachers reported the following based on their data-

<b>Kinder</b>	<b>Overall, students have shown improvement in reading, writing, and mathematical skills. Majority have shown more than 1 year's growth in reading and writing skills.</b>
1st Grade	Students have grown a year's worth in reading level and most are above level. Primary Numeracy also showed significant growth and most are advanced.
2nd Grade	Students have grown a year's worth in reading level and most are above level. Primary Numeracy also showed significant growth and most are advanced.
3rd Grade	Students have gained at least a year's growth in reading levels and mathematical understanding
4th Grade	The majority of students have gained at least a year's growth in reading levels and mathematical understanding ELAR/SS - overall students have shown at least a year's growth. Math/Science - Students are performing well online and complete their work daily.
5th Grade	Notes-Classes in the afternoon struggled more with focus and staying on task. Also, students who had different structures in their learning environment showed different results. The majority of students demonstrated one year's growth in reading and writing. Students struggled more in Math, especially those that require more time to learn concepts.
6th-8th Grade	Notes-Students that started the year with us and continued with us demonstrated the most growth. Students that transitioned to the Virtual Academy mid-year were not as successful. Students that had their cameras on were more engaged in the learning and were more successful. There were a few times that students needed reminders about completing assignments and needed more frequent check-ins. This differentiation worked for the majority of students.

The following formative assessments and teacher observations are noted below.

<b>Kinder-2nd Grade</b>	<b>Daily participation, informal observations, regular running records, weekly sight word, letter id, letter sound, and number recognition quick checks. Over time students seem to increase their learning using these simple check ins but there are a few students that still seem to struggle and are stuck at their current level of understanding in these areas.</b>
1st Grade	Over time, students are increasing their foundations of sight words and decoding strategies. Reading levels have had significant growth this year, as have math concepts.
2nd Grade	Weekly running records, informal observations, and daily participation. Over time, students are increasing their foundations of sight words and decoding strategies. Reading levels have had significant growth this year, as have math concepts.
3rd Grade	We use STAAR interims, Report card assessments, Read with ISIP, and Imagine Math benchmarks. At MOY 21 out of 24 students were on or at Grade Level Reading.
4th Grade	We use STAAR interims, Report card assessments, Read with ISIP, and Imagine Math benchmarks. ELAR - running records, informal observations, daily participation. Over time, students are increasing their foundations of literacy and basic reading skills.
5th Grade	Reading levels have had significant growth this year. Math/Science - Imagine Math, informal/formal observations, online games, report card assessments, STAAR interims, small groups
6th-8th Grade	6-8 ELAR - participation in daily grammar instruction, peer collaboration, and discussion, daily notebook and progress checks, written responses, reading conferences, writing conferences, targeted small groups, reflection activities, exit tickets, MAP & Interim testing data Math - Online games such as Quizziz and Gimkit, peer work, classkick assignments, exit tickets

**Data is used to:**

**Kinder-5th Grade**     **The data guides my decisions on my small groups and intervention groups, as well as instruction & lessons that may need to be revisited. The data helps to show what needs to be taught synchronously in a whole group or small group.**

6th-8th Grade     On an individual basis, provide targeted and purposeful feedback to the student as well as next steps for their intervention or extension as needed. Also helps to determine student small groups. As a whole group, this data informs our instruction model, unit flow, and reteach or extension as indicated by student performance.

**STAAR Test data-**

Grade	Subject	Math			Math	
		Approaches	Meets	Masters	Did not meet data breakdown	
3rd	Math	91%	52%	26%	For the students that were not successful-	
4th	Math	51%	22%	8%		
5th	Math	59%	34%	16%	Did not take or pass previous STAAR (4th-8th grade):	92%
6th	Math	82%	39%	13%		
7th	Math	59%	30%	8%	Have had 5 or more absences	36%
8th	Math	62%	28%	13%		
3rd-8th	Math	66%	33%	13%		

Grade	Subject	Reading			Reading	
		Approaches	Meets	Masters	Did not meet data breakdown	
3rd	Reading	96%	70%	39%	For the students that were not successful-	
4th	Reading	67%	35%	14%		
5th	Reading	78%	53%	34%	Did not take or pass previous STAAR:	94%
6th	Reading	89%	61%	29%		
7th	Reading	81%	73%	46%	Have had 5 or more absences	32%
8th	Reading	90%	72%	47%		
3rd-8th	Reading	83%	60%	34%		

Grade	Subject	Science			Science	
		Approaches	Meets	Masters	Did not meet data breakdown	
5th	Science	59%	38%	19%	For the students that were not successful-	
8th	Science	78%	31%	13%		
5th-8th	Science				Have had 5 or more absences	50%

Grade	Subject	Social Studies			Social Studies	
		Approaches	Meets	Masters	Did not meet data breakdown	

8th            Social St.            **Math**  
66%            31%            19%

**Math**  
For the students that were not successful-  
Have had 5 or more absences            36%

### Student Learning Strengths

Strengths-

- Students demonstrated one or more year's growth.
- Students' ability to follow routines and schedules. The majority of students completed their daily assignments.
- Students were able to learn how to manage their own schedule and be accountable.
- Students learned how to be self-advocates.
- Students in 4th-8th grade collaborated well during video conferencing break out rooms.
- 8th grade students approached their learning with a global sense of inquiry and question of purpose that reflects their educational experiences over the last two years. They are informed and concerned about current events and want to make the world a better place. This strength has led them to ask deeper questions and have more difficult discussions in this class. They ask "why?" with a frequency that some might see as frustrating, but they are working toward making meaning and discovering a purpose for their lives.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** K-2 students struggle with asking for help and completing asynchronous assignments. **Root Cause:** The student's learning coach needs additional support.

**Problem Statement 2 (Prioritized):** Students need to communicate with the campus when they do not understand their asynchronous work. **Root Cause:** Lack of understanding on the importance of reaching out and asking for help.

**Problem Statement 3 (Prioritized):** Students struggled with organization and learning how to prioritize their learning during asynchronous time. **Root Cause:** Students were used to teachers being able to provide support and direction during the entire school day.

**Problem Statement 4 (Prioritized):** Students' need for social interaction would distract from instruction. **Root Cause:** Students have much less time for social interaction than ever before.

**Problem Statement 5 (Prioritized):** It was difficult for students to maintain engagement throughout the entire school year. **Root Cause:** Students became less interested in school as we drew closer to the end of the school year.

# School Processes & Programs

## School Processes & Programs Summary

- The following programs are used in addition to the Denton ISD Curriculum Materials and Resources.

Kinder	Canvas is the main platform - Istation & Imagine Math weekly. Splash learning, Literacy Footprints, EPIC! Books, LC Units of Study for Reading, Writing, and Phonics, First Strokes Handwriting, PebbleGo, and occasionally Flipgrid
1st Grade	Seesaw main platform- Istation, Imagine Math, Epic, Literacy Footprints, Patterns of Power, First Strokes Handwriting, LC Units of Study for Writing, Reading, and Phonics
2nd Grade	Seesaw, Istation, Imagine Math, STEMscopes, PebbleGo, Epic, First Strokes Handwriting, LC Units of Study for Writing, Reading, and Phonics
3rd Grade	Canvas - main platform, Seesaw, Nearpod, Edpuzzle, STEMscopes (through other programs because student can't directly access), ExtraMath, Ziteboard (interactive white board for math), Kahoot, Epic, PebbleGo, Class DOJO (for communication purposes), Imagine Math, Istation, Linoit
4th Grade	Canvas - main platform, Seesaw, Nearpod, Edpuzzle, STEMscopes (through other programs because student can't directly access), ExtraMath, Ziteboard (interactive white board for math), Kahoot, Epic, PebbleGo, Class DOJO (for communication purposes), Imagine Math, Istation, Linoit ELAR/SS - TCI (workbooks and online); ISTATION, free book links (more appropriate for grade level); EPIC; Discovery ED, CANVAS, google drive, gmail
5th Grade	
	Math/Science - Canvas, Imagine Math, Kahoot, GimKit, Blooket, Google Apps, YouTube
6th-8th Grade	Canvas, Google Drive, Padlet, BookCreator, Canva, Piktochart, Jamboard, Quizlet, Kahoot, Sora, Flipgrid, Youtube, Research Databases (EBSCO, Encyclopedia Britannica, Gale), Ebook platforms (MackinVIA, DiscoveryED, Destiny Discover),Classkick, Gimkit, Booklet, Khan Academy, IXL, Prodigy, Youtube, desmos, Quizziz, Kahoot

- Our staff operates as a professional learning community. We ensure that all students are served appropriately through the DMTSS (Denton Multi-Tiered System of Supports) team. We involve the students in the learning process through the 7 AFL (Assessment for Learning) strategies.
- Our instructional program is a combination of both synchronous and asynchronous work. Students have live teacher interaction daily.
- Our campus leadership team meets regularly to review our campus procedures.
- Teachers are recruited based on recommendations from their face to face campus within Denton ISD.
- Teachers are supported through our professional development plan.
- Data gained helps teachers guide their mini lessons for whole group instruction. Formative and summative assessments are used to help structure small groups and guide instruction.
- Teachers provide targeted and purposeful feedback to students as well as next steps for their intervention or extension as needed.

## School Processes & Programs Strengths

- Variety of tools can be used to maximize student learning.
- Flexibility for the students' school day for asynchronous and synchronous work.
- Campus systems and structures.
- Teachers use of data to guide and support student learning.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students need to have more hands on materials. **Root Cause:** The majority of the materials are digital.

**Problem Statement 2 (Prioritized):** Students struggle with social skills and connecting what they are learning to the real world. **Root Cause:** The majority of the day is spent digitally.

**Problem Statement 3 (Prioritized):** Students have been isolated from others and the community. **Root Cause:** Since Spring of 2020 students have been home from COVID. They need to have time where they engage in community events.

**Problem Statement 4:** Students are more engaged in learning in the mornings. **Root Cause:** Students sit the majority of the mornings at their computers.



# Perceptions

## Perceptions Summary

- Students describe the learning environment as one that they enjoy. They have indicated that they enjoy the combination of a school and home environment and usually speak highly of their other classes and teachers. Most students are excited for class and ready to be engaged in learning. Many have shared that they are glad they are in this environment and not face to face. Our students that have selected this program have done so because they prefer to learn in this environment.
- Teachers enjoy the balance that online teaching affords. They enjoy the change of pace, flexibility, and having more time to work with individual students and targeted instruction.
- On the Gallup engagement survey, we had a total of 4.40 (out of 5) Mean Engagement. This shows that our employees are highly engaged while at work. This puts us in the top 86% rank in K-12 Education.
- Our staff has high expectations for their students. We have found that most students strive to improve themselves as students in the Virtual Academy.
- Teachers have high expectations for all students and teaching virtual brings new expectations for class meetings, breakout rooms, and completing work on their own without parents doing it for them. There's a whole new component to having integrity in a virtual setting. Some students have been able to meet those expectations, while others have shown discrepancies in their work completed synchronously vs asynchronously.
- We have consistently observed that the students who are the most satisfied are also the students who have high rates of participation and engagement. In turn, this corresponds to excellent attendance and behavior. Students who struggle with engagement seem regularly frustrated by our culture and climate because they are routinely not participating.

## Our collaborative team developed the following:

**Mission:** Through virtual learning, we will empower and engage innovative critical thinkers who positively impact their local and global community.

**Vision:** Our vision is to be innovative educators who foster an inviting, positive, rigorous learning environment through student engagement, professional learning, and collaboration with all members of the school community.

## Values:

- We will maintain a positive, welcoming environment of encouragement, recognition, respect, integrity, celebration, humor and fun for staff and students.
- We will provide a safe learning environment for students that encourages collaboration to create, analyze and problem solve.
- We will create and design learning experiences that are challenging and develop a growth mindset in our students while continuously asking, "Is this best for our students?"
- We will maintain an innovative environment that explores current and future technologies, best practices, and is open to unconventional ideas that challenge the status quo.
- We will equip our students to navigate the world and society in which they live while also instilling value in their unique cultures and backgrounds.
- We will collaborate with our colleagues, families and communities to provide for the academic and the social and emotional needs of our students with respect and trust.

## Perceptions Strengths

- We had close to 50% of our students participate in clubs that go beyond the school day.

- Students that participated in extracurricular clubs did well in their classes and fostered more relationships with their peers.
- Students that were engaged expressed a sense of belonging and excitement to be around their peers and to be a part of the Virtual Academy.
- Teachers have indicated that they have formed positive relationships with their colleagues and are engaged in their work.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Some students have shown a discrepancy between work completed synchronously and that which they complete asynchronously. **Root Cause:** Students rush through the asynchronous work and are not trying as hard OR they are receiving too much support from their Learning Coach.

**Problem Statement 2 (Prioritized):** Students would like to have more club options so they can participate in more than one. **Root Cause:** All clubs were only offered on one day a week. Students could only attend one.

**Problem Statement 3 (Prioritized):** Students that appeared isolated and disengaged struggled more with their learning. **Root Cause:** Students need to be engaged in their learning and have appropriate support throughout the day.

# Priority Problem Statements

**Problem Statement 1:** Students do not have as much time to socialize with their peers as they would in a face to face environment.

**Root Cause 1:** Learning in a remote environment.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** K-2 students struggle with asking for help and completing asynchronous assignments.

**Root Cause 4:** The student's learning coach needs additional support.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 11:** Some students have shown a discrepancy between work completed synchronously and that which they complete asynchronously.

**Root Cause 11:** Students rush through the asynchronous work and are not trying as hard OR they are receiving too much support from their Learning Coach.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 2:** Students have struggled with following established expectations for participation.

**Root Cause 2:** Students have different levels of support from their Learning Coach.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 5:** Students need to communicate with the campus when they do not understand their asynchronous work.

**Root Cause 5:** Lack of understanding on the importance of reaching out and asking for help.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 9:** Students struggle with social skills and connecting what they are learning to the real world.

**Root Cause 9:** The majority of the day is spent digitally.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 12:** Students would like to have more club options so they can participate in more than one.

**Root Cause 12:** All clubs were only offered on one day a week. Students could only attend one.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 3:** Students struggling to adjust to multiple perspectives as they interact with each other.

**Root Cause 3:** Students attending have different backgrounds and perspectives. Many have not been on a face to face campus in several years and require more training on social skills and empathy in relating to those who are different from them.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 6:** Students struggled with organization and learning how to prioritize their learning during asynchronous time.

**Root Cause 6:** Students were used to teachers being able to provide support and direction during the entire school day.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 10:** Students have been isolated from others and the community.

**Root Cause 10:** Since Spring of 2020 students have been home from COVID. They need to have time where they engage in community events.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 13:** Students that appeared isolated and disengaged struggled more with their learning.

**Root Cause 13:** Students need to be engaged in their learning and have appropriate support throughout the day.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 7:** Students' need for social interaction would distract from instruction.

**Root Cause 7:** Students have much less time for social interaction than ever before.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** It was difficult for students to maintain engagement throughout the entire school year.

**Root Cause 8:** Students became less interested in school as we drew closer to the end of the school year.

**Problem Statement 8 Areas:** Student Learning

# 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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

## Employee Data

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

**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
- 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 2023, Virtual Academy staff will focus on improving academic performance of all students in Math and Reading by a minimum of one year's growth when comparing beginning of the year data to end of year data.

**Evaluation Data Sources:** K-2-ELI/SELI Text Level (DRA),ELI/SELI Overall, Istation Comprehension, Imagine Math, Primary Numeracy Assessment.  
 3-5 Text Level (Full DRA, Full F & P, or Full IRI), Istation Comprehension, Imagine Math, STAAR.  
 6-8 NWEA Map Growth, STAAR.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monthly DMTSS meetings with teachers to discuss students of concern, progress, and intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's progress is tracked through the student monitoring forms. Based on student need, intervention will be provided to increase student achievement. Define Remote Learning Tier 1, Tier 2, and Tier 3 instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> DMTSS committee, teachers, counselor, administration.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monthly data review meetings with teachers to review data, instructional best practices, and support Universal instruction.  <b>Strategy's Expected Result/Impact:</b> Increase teacher support vertically and added time to problem solve with team members.            Increase student performance.            Review students of concern  <b>Staff Responsible for Monitoring:</b> Classroom teachers, Administration, Counselor.</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 100% of eligible HB4545 students will be served by May 2023.  <b>Strategy's Expected Result/Impact:</b> Increase student performance in Math and Reading on district level assessments and STAAR.,  <b>Staff Responsible for Monitoring:</b> Administration, Classroom teachers.</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will work as a Professional Learning Community to answer the four critical questions. What is it we want our students to learn? How will we know when each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency?  <b>Strategy's Expected Result/Impact:</b> Collaboration to increase Tier 1, Tier 2, and Tier 3 instruction.            Increase student academic achievement.  <b>Staff Responsible for Monitoring:</b> Administration, Classroom teachers.</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**Guiding Outcome 2: Culture and 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 2023, we will provide a safe and secure climate that focuses on our staff and students' social and emotional well-being, so that we will prepare students to become lifelong learners as evident by positive results in the Campus Culture and Climate Survey and Rhythm data gathered throughout the year.

**Evaluation Data Sources:** Campus culture and climate survey  
 Rhythm data  
 Student engagement data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide weekly opportunities for teachers to de-stress through the de-stress cafe.  <b>Strategy's Expected Result/Impact:</b> Maintain or increase staff engagement.                      Positive trend in data collected from the Rhythm app.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide social and emotional training and skills to our students to support learning in a remote environment.  <b>Strategy's Expected Result/Impact:</b> Positive trend data collected from the Rhythm app.                      Student increase in social and emotional skills.  <b>Staff Responsible for Monitoring:</b> Counselor.</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 4, 5</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Conduct quarterly meetings with the social and emotional team to support maintaining a positive campus culture. <b>Strategy's Expected Result/Impact:</b> Maintain a positive campus culture <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Social and Emotional Team.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement school wide community building events throughout the year for Virtual Academy staff and students. <b>Strategy's Expected Result/Impact:</b> Increase students social and emotional well-being. Increase opportunities for students to have social interactions with peers. Increase connection between teachers and students. <b>Staff Responsible for Monitoring:</b> Administration, counselor, classroom teachers.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2, 3 - Perceptions 3	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Students do not have as much time to socialize with their peers as they would in a face to face environment. <b>Root Cause:</b> Learning in a remote environment.
<b>Problem Statement 3:</b> Students struggling to adjust to multiple perspectives as they interact with each other. <b>Root Cause:</b> Students attending have different backgrounds and perspectives. Many have not been on a face to face campus in several years and require more training on social skills and empathy in relating to those who are different from them.
<b>Student Learning</b>
<b>Problem Statement 4:</b> Students' need for social interaction would distract from instruction. <b>Root Cause:</b> Students have much less time for social interaction than ever before.
<b>Problem Statement 5:</b> It was difficult for students to maintain engagement throughout the entire school year. <b>Root Cause:</b> Students became less interested in school as we drew closer to the end of the school year.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Students struggle with social skills and connecting what they are learning to the real world. <b>Root Cause:</b> The majority of the day is spent digitally.
<b>Problem Statement 3:</b> Students have been isolated from others and the community. <b>Root Cause:</b> Since Spring of 2020 students have been home from COVID. They need to have time where they engage in community events.
<b>Perceptions</b>
<b>Problem Statement 3:</b> Students that appeared isolated and disengaged struggled more with their learning. <b>Root Cause:</b> Students need to be engaged in their learning and have appropriate support throughout the day.

**Guiding Outcome 3: Growth and 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 is differentiated for teachers in order to meet the needs of remote learners.

**Evaluation Data Sources:** Teacher's professional development plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Development will be focused on teaching in a virtual environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher engagement. Increased student engagement. Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Digital Learning Specialist.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Differentiate on-going staff development that is focused on individual teacher needs through goal setting conferences, feedback provided, and individual teacher needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher engagement. Increased student engagement. Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Digital Learning Specialist.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide a flexible schedule that allows time for mentor teachers to meet with students to foster positive relationships and student accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow in independence and hold themselves accountable.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor.</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Students have struggled with following established expectations for participation. <b>Root Cause:</b> Students have different levels of support from their Learning Coach.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> K-2 students struggle with asking for help and completing asynchronous assignments. <b>Root Cause:</b> The student's learning coach needs additional support.</p> <p><b>Problem Statement 2:</b> Students need to communicate with the campus when they do not understand their asynchronous work. <b>Root Cause:</b> Lack of understanding on the importance of reaching out and asking for help.</p> <p><b>Problem Statement 3:</b> Students struggled with organization and learning how to prioritize their learning during asynchronous time. <b>Root Cause:</b> Students were used to teachers being able to provide support and direction during the entire school day.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Some students have shown a discrepancy between work completed synchronously and that which they complete asynchronously. <b>Root Cause:</b> Students rush through the asynchronous work and are not trying as hard OR they are receiving too much support from their Learning Coach.</p>





**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 engagement in extracurricular clubs as well as college and career awareness.

**Evaluation Data Sources:** Student enrollment in clubs.  
College and career awareness.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have real world experiences through field trips that are applicable to their TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Support Science, Technology, and Math through STEAM resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation in STEAM activities.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers.</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities for students to participate in extracurricular clubs and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation and engagement in clubs.</p> <p><b>Staff Responsible for Monitoring:</b> Club teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 2:** Students would like to have more club options so they can participate in more than one. **Root Cause:** All clubs were only offered on one day a week. Students could only attend one.