Denton Independent School District

Adkins Elementary

2025-2026 Campus Improvement Plan

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

Value Statement

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Demographics & Context

Dorothy P. Adkins Elementary exists to create a thriving learning culture — a place where every person feels a sense of belonging and connection, and where service to our community and the world is at the heart of what we do.
Our Mission: *Learn. Connect. Serve.*

Community Context

Adkins Elementary is located in the heart of the Lantana master-planned community, where over half of residents hold a bachelor's degree or higher. Our families are highly engaged and committed to supporting the school through consistent volunteering and participation in campus events. In addition to Lantana, we proudly welcome students from surrounding communities including Double Oak, Copper Canyon, Bartonville, Argyle, and Flower Mound.

Our attendance zone is the most diverse of the three Lantana elementary schools, which enriches our campus culture and gives students daily opportunities to build empathy, celebrate differences, and learn from one another.

Enrollment & Growth

Adkins Elementary has seen consistent growth over the past several years and currently serves **460 students**. The student body is nearly evenly balanced by gender (**48.9% male / 51% female**).

Ethnic Distribution

- **White:** 61.3%
- **Hispanic:** 17.3%
- **Asian:** 10.4%
- **African American:** 4.3%
- **American Indian/Alaska Native:** 0.4%
- **Two or More Races:** 5.4%

Student Groups & Services

- **Gifted & Talented:** 21.8%
- **Economically Disadvantaged:** 13.2%
- **At-Risk:** 10.9% (*decreased from 30% in 2022–2023*)
- **Special Education:**
    - Inclusion: 10.9%
    - Self-Contained: 6.9%
- **504 Plan:** 8%
- **Speech/Language Services:** 14%
- **Emerging Bilingual:** 10.4%

Implications for Improvement Planning

Our campus strengths include a highly involved parent community, a diverse student body, and strong identification and support for gifted students. Areas of focus include continuing to:

- Close achievement gaps for at-risk, emerging bilingual, and economically disadvantaged students.
- Maintain inclusive practices that support students with special education and 504 plans.
- Leverage parent and community involvement to support learning, connection, and service opportunities.

This demographic profile drives our Campus Improvement Plan strategies to ensure we provide a safe, inclusive, and academically rigorous environment where every Aviator can soar.

Demographics Findings

See Addendum

Demographics Strengths

- Increasing ethnic diversity strengthens campus culture and student empathy.
- One-fifth of students are identified as Gifted & Talented.
- Small class sizes allow for individualized attention and differentiation.
- Multiculturators Club celebrates and teaches cultural awareness.
- After-school opportunities (Multiculturators, 5th Grade Leadership Club, ASL/Dutch Club, etc.) foster connection and leadership beyond the school day.
- Three-Pillar System (Campus Leadership Team, Guiding Coalition, SEL Taskforce) supports continuous teacher learning and data-driven decision-making.
- SEL Taskforce led multiple Learning Labs on Campus Created Behavior Continuum, Age and Developmentally Appropriate Consequences, CHAMPS, Zones of Regulation and Restorative Practices.
- Tiered Behavior Continuum, If/Then Consequences, and Teacher Toolkit implemented to equip staff in managing behavior effectively.
- Emerging Bilingual students represent the largest at-risk population (30%) yet had 0% office referrals, reflecting strong student behavior and support.
- 100% teacher involvement in PTA earned the Voice for Every Child Award.
- Student PTA Meetings launched to give students a voice, with 140 active student members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to our end of the year 2024-2025 staff survey, behavioral issues are more prevalent in the following student groups; students with an IEP under the special education umbrella, a Section 504 plan and students participating in the Gifted and Talented program (EXPO).
Root Cause: The root cause for the 2024-2025 behavioral trends are due to lack of social skills, communication, self-regulation and conflict resolution skills.

Problem Statement 2: According to our end-of-year 2024-2025 staff survey, student absences and tardies are impacting student learning. Frequent absences disrupt instructional flow and require additional reteaching, while chronic tardiness results in lost morning instructional time and students beginning the day unprepared.
Root Cause: The root cause for the 2024-2025 absence and tardy trends are a disconnect between parents' understanding of the importance of consistent attendance and timeliness and the impact these factors have on student learning and classroom success.

Student Learning

Student Learning Summary

Data-Driven Instruction & Monitoring

- Student achievement and growth are monitored through multiple data points (state/local assessments, benchmarks, special education data, English language proficiency assessments).
- Data informs instructional decisions, drives interventions, and supports extensions to meet individual student needs.

Assessment Tools Utilized

- **CLI Engage (TPRI):** Pre-K
- **Primary Numeracy Assessment:** Grades K–2
- **iReady Reading:** Grades K–5
- **iReady Math:** Grades K–5
- **Developmental Reading Assessment (DRA/LLI):** Grades K–5
- **STAAR:** Interim and Previous Year Data

Systems of Support for Student Growth

- **DMTSS** (Multi-Tiered System of Support)
- **Individualized Education Plans (IEPs)**
- **Section 504 Plans**
- **Grade-Level Intervention / Aviator Time**
- **Reading & Math Interventionists**
- **Emergent Bilingual Specialist**
- **HB 1416 Instructional Support Minutes**
- **Workshop Model for Instruction**

Student Performance Data

- **Adkins Reading Scores:** iReady & Independent Guided Reading Levels (*See Addendum*)
- **Adkins Math Scores:** K–2 Primary Numeracy (*See Addendum*)
- **Adkins Math Scores:** K–5 iReady (*See Addendum*)
- **STAAR Interim Results:** Reading & Math (Grades 3–5) (*See Addendum*)
- **STAAR Data:** Reading, Math, & Science (Grades 3–5) (*See Addendum*)

Student Learning Strengths

- Consistent implementation of Grade-Level Essentials, Cognitive Ladders, and Student Data Trackers to guide conferring, small-group, and whole-group instruction.
- Data-informed PLT discussions drive next instructional steps and support targeted teaching.
- Strong collaborative approach to interventions, including flexible grouping and sharing students across classrooms.
- Interventionists and Specialists demonstrate measurable impact on student growth and closing learning gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 2024-2025 data from common assessments, district benchmarks, STAAR Interim, and STAAR results indicate that Adkins students perform significantly higher in Reading and Writing than in Math, highlighting the need to strengthen math instruction and student outcomes.
Root Cause: The lower math performance can be attributed to a campus-wide emphasis on Reading and Writing over the past several years. Professional development, PLT collaboration, and targeted interventions have primarily focused on building strong readers and writers, resulting in less intentional time and resources dedicated to developing mathematicians.

Problem Statement 2 (Prioritized): Adkins staff data showed that only 50% of teachers have structured Aviator Time to provide daily extensions for students. With a large percentage of students performing at or above grade level, we need targeted and intentional opportunities to add depth and complexity to their learning and ensure that all students make adequate annual growth.
Root Cause: Our staff focus has been focused mainly on students needing gap filling instruction. Our PLT has not focused on creating intentional, purposeful plans for students needing extensions. Our Staff need more training and resources to implement extensions.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

- Staff follow clearly defined roles and responsibilities outlined in the District Handbook and Adkins Handbook (including Campus Tights).
- Teachers participate in professional development days throughout the year focused on SEL, literacy, and math, with optional summer sessions for personalized learning plans.
- A mentor program supports teachers who are new to Adkins or transitioning to new grade levels.
- PLTs meet regularly to unpack TEKS, analyze student data, create targeted intervention groups, and collaboratively develop cognitive ladders to guide student learning.
- Aviator Time provides intervention and extension opportunities. Specialists collaborate with grade-level teams to focus on content essentials in reading and math.
- Zones of Regulation are implemented campus-wide (PK–5) to help students self-monitor and regulate emotions, with teacher support for de-escalation and self-regulation.
- The DMTSS Process provides a clear structure for problem-solving, implementing interventions, and referring students for testing when necessary.

Programs & Opportunities for Students

- A diverse offering of after-school clubs fosters engagement and connection: Multiculturators, Chess, “Bored” Games, Cooking, Technology, Garden, Leadership, Future Teachers (TEACH Denton), Choir, Honors Choir, Talent Show, and 5th Grade Track.
- Students have multiple leadership opportunities, including Safety Patrol and News Team.
- Students receive support through EXPO, Special Education, Dyslexia Services, and ESL programs.
- The annual Career Fair introduces students to a variety of college and career options.

Procedures & Campus Systems

- Highly qualified, effective staff are recruited and retained through a collaborative interviewing process.
- The Master Schedule is collaboratively designed with stakeholder input and includes protected intervention time for each grade level.
- Campus-wide CHAMPS, Restorative Practices, and Zones of Regulation are used to support student social-emotional needs and foster positive behavior.
- The Campus Leadership Team and Guiding Coalition analyze data, drive school-wide improvement, and communicate goals and priorities to staff.
- The SEL Task Force supports colleagues with implementation strategies and promotes Adkins’ seven core values, which are highlighted monthly and celebrated through student recognition.

- A dedicated School Security Officer (SSO) is on campus daily to ensure safety and security.
- Established discipline procedures and a Behavior Continuum guide teachers in reducing disciplinary referrals and supporting positive behavior.

School Processes & Programs Strengths

- Master Schedule prioritizes core instruction while protecting dedicated intervention time for all grade levels.
- Data-driven instruction uses key assessments to guide targeted interventions and enrichment.
- Primary Numeracy Assessments (K–2) identify gaps early, allowing for timely intervention or enrichment.
- Aviator Groups are intentionally developed to address diverse student needs and support differentiation.
- Clearly defined roles and responsibilities are evenly distributed across grade-level teams.
- Consistent, transparent communication with staff, parents, leaders, and the community builds trust and alignment.
- CHAMPS supports safe transitions and establishes a respectful, structured learning environment.
- Restorative Practices strengthen student self-regulation, conflict resolution skills, and positive classroom culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a growing need for behavioral and social-emotional support in the classroom. Many students are struggling to maintain focus, self-regulate emotions, and interact appropriately with peers and adults. This has resulted in an increase in office referrals and overall behavior concerns.
Root Cause: Students are struggling with focus, emotional regulation, and appropriate interactions with peers and adults, leading to an increase in office referrals and behavior concerns. These challenges stem from social skill gaps, rising student anxiety, and limited emotional regulation skills, as well as a need for additional teacher training in proactive behavior management and SEL strategies.

Perceptions

Perceptions Summary

Perceptions Summary

Adkins Elementary benefits from strong family and community engagement. Families provide input through PTA, teacher communication, and direct feedback to administrators. Parents are active participants in school board meetings and district-level initiatives, demonstrating deep investment in student success.

The school offers multiple services to support healthy family relationships, including guidance lessons, small counseling groups, and referrals for outside counseling resources. Administrators and PTA share a weekly newsletter to keep parents informed, and the school nurse connects families with free health, dental, and vision resources through community partners such as the Lions Club.

Campus-wide initiatives like the Mission Moms Food Drive and Angel Tree program ensure students' basic needs are met. Adkins continues to prioritize purposeful communication between home and school, explore new ways to integrate the Adkins Flight Crew (father-figure program) into daily routines, and seek innovative ways to engage parents and the community through technology.

Parent and community participation is tracked through volunteer hours and visitor data, reflecting high levels of involvement.

Perceptions of Staff

- Staff are committed to quality work and feel cared for, safe, and supported in their daily roles.
- Opportunities for professional growth are valued and available.
- Staff feel mostly supported with student behavior, though there is a need to better understand when they feel most/least supported.
- New and struggling teachers feel supported but have expressed interest in strengthening the mentor program.

Perceptions of Community

- Families feel the school provides opportunities for students to do their best and focuses on building their strengths.
- Parents report that their children feel proud to attend Adkins and are encouraged to achieve at high levels.

Perceptions Strengths

Perception Strengths

- High volunteerism and engagement, with strong participation in events and decision-making.

- Healthy two-way communication between home and school through newsletters, meetings, and digital platforms (Teams/Zoom).
- Parent representation on the CLT ensures family voice in decision-making.
- Flight Crew (father figure program) offers multiple opportunities for male role models to participate.
- Community partnerships with Mission Moms, United Way, Bridgeway Church, Lions Club, Eagle/Boy Scouts, and Kiwanis support student and family needs.
- PTA provides equitable access by covering costs for students on Free/Reduced Lunch (books, t-shirts, events, yearbooks).
- Student-led service initiatives align with the school vision of *Learn, Connect, Serve*.
- Core Values assemblies, restorative practices, CHAMPS, and Zones of Regulation build a positive school culture.
- Staff kudos system encourages peer recognition and morale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We want to cultivate connection and relationship with our diverse and new to Adkins families. Last year, we realized that parents of our diverse learners and new to Adkins families were less involved in our whole-school events and PTA.
Root Cause: Language, cultural and other barriers hinder us from building these relationships.

Problem Statement 2: Our staff feedback from our Campus Needs Assessment showed that there was an unclear process of how we support new and struggling teachers. New teachers felt that they needed more direction on how to find information, more direct feedback about their instructional practices and a clear mentor.
Root Cause: In the past Adkins has had very little turn over of teachers. This meant that a clear protocol and process was not built for new to Adkins Teachers.

Priority Problem Statements

Problem Statement 1: There is a growing need for behavioral and social-emotional support in the classroom. Many students are struggling to maintain focus, self-regulate emotions, and interact appropriately with peers and adults. This has resulted in an increase in office referrals and overall behavior concerns.

Root Cause 1: Students are struggling with focus, emotional regulation, and appropriate interactions with peers and adults, leading to an increase in office referrals and behavior concerns. These challenges stem from social skill gaps, rising student anxiety, and limited emotional regulation skills, as well as a need for additional teacher training in proactive behavior management and SEL strategies.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Adkins staff data showed that only 50% of teachers have structured Aviator Time to provide daily extensions for students. With a large percentage of students performing at or above grade level, we need targeted and intentional opportunities to add depth and complexity to their learning and ensure that all students make adequate annual growth.

Root Cause 2: Our staff focus has been focused mainly on students needing gap filling instruction. Our PLT has not focused on creating intentional, purposeful plans for students needing extensions. Our Staff need more training and resources to implement extensions.

Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

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 failure and/or retention rates
- 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
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Discipline records
- Student surveys and/or other feedback
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, Dorothy P. Adkins Elementary will meet or exceed the Tier 1 performance expectations for Reading STAAR Approaches by the end of the 2025-2026 school year by:

Increasing the percentage of 3rd grade students meeting Approaches from the 2024-2025 baseline to 92%.

Increasing the percentage of 4th grade students meeting Approaches from the 2024-2025 baseline to 95%.

Increasing the percentage of 5th grade students meeting Approaches from the 2024-2025 baseline to 94%.

HB3 Compass Point

Evaluation Data Sources: CLI
DRA
K-2 District Benchmark Data
iReady Reading Data
iReady Standards Mastery Checks (2-5)
Campus Formative Assessments
STAAR Interim
STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Overall Growth Goal By the end of the 2025-2026 school year, based on iReady Reading data, 100% of students will demonstrate measurable progress from BOY to EOY. Typical Growth Goal By the end of the 2025-2026 school year, the percentage of students meeting typical growth in reading will increase by 3-5% per grade level, as measured by iReady Reading Growth Reports. Stretch Growth Goal By the end of the 2025-2026 school year, the percentage of students meeting stretch growth in reading will increase by 3-5% per grade level, as measured by iReady Reading Growth Reports. **Strategy's Expected Result/Impact:** Consistent progress monitoring, targeted instruction, and intervention will result in 100% of students demonstrating measurable growth from BOY to EOY on iReady Reading. The percentage of students meeting typical and stretch growth will increase by 3-5% per grade level, leading to improved reading proficiency, closing of achievement gaps, and more students performing on or above grade level as measured by iReady, district benchmarks, and STAAR Reading results. **Staff Responsible for Monitoring:** Grade Level Teachers, Interventionist & Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Implement district-provided curriculum with fidelity (Phonics Studies, Patterns of Power, Units of Study, etc.) in grades K-5 to build mastery of phonological awareness, phonics, and comprehension skills across text levels. **Strategy's Expected Result/Impact:** Students can read accurately and fluently with comprehension. **Staff Responsible for Monitoring:** Grade Level Teachers, Reading Interventionist, EB Specialist and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide daily, leveled-text guided reading for below-level readers (3-5 times weekly). On-level readers will receive targeted instruction through whole-group lessons, small groups, leveled book clubs, and teacher-student conferences. **Strategy's Expected Result/Impact:** Students are expected to make typical annual growth in reading by the end of the year. **Staff Responsible for Monitoring:** Grade Level Teachers, Reading Interventionist, EB Specialist and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Leverage bimonthly PLTs and campus professional development to: Identify grade-level essentials and unpack TEKS, Create quarterly learning targets and cognitive ladders, Develop common formative assessments, Review student data, form intervention/enrichment groups, and monitor progress using grade-level data sheets **Strategy's Expected Result/Impact:** Aligned Instruction: Grade-level teams consistently teach identified essentials with clarity and fidelity. Data-Driven Decisions: Teachers use common formative assessment results to adjust instruction quickly and effectively. Improved Student Outcomes: Increased percentage of students meeting typical and stretch growth on iReady Reading, as well as improved performance on district benchmarks and STAAR. Equitable Support: Students receive timely, targeted interventions or extensions based on real-time data, ensuring all students make adequate annual growth. Collaborative Professional Culture: Teachers build shared ownership of student success and deepen understanding of TEKS through regular collaboration. **Staff Responsible for Monitoring:** Grade Level Teachers, Reading Interventionist, EB Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Deliver interventions and extensions during protected intervention time built into the master schedule. Additional targeted support will be provided by interventionists and specialists as needed to address individual student needs. **Strategy's Expected Result/Impact:** Students will receive consistent, targeted intervention and extension during dedicated time, resulting in measurable growth toward grade-level expectations. Progress monitoring data (iReady, DRA/LLI, Primary Numeracy, common formative assessments) will show closing gaps for students below grade level and increased depth and complexity for students performing at or above grade level. **Staff Responsible for Monitoring:** Grade Level Teachers, Reading Interventionist, EB Specialist and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Provide high-quality vocabulary instruction to improve content comprehension for Emerging Bilingual students. **Strategy's Expected Result/Impact:** Students will be able to read, comprehend and transfer content specific vocabulary to enhance their reading and writing across the contents. **Staff Responsible for Monitoring:** Grade Level Teachers, Reading Recovery, EB Specialist and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Fully implement iReady strategies by: Meeting weekly minute expectations for all students, Chunking diagnostic assessments, Providing allowable accommodations per IEP, 504, LPAC, and DMTSS plans **Strategy's Expected Result/Impact:** Consistent use of iReady with fidelity will provide accurate, actionable data to drive instruction. Students will meet or exceed district expectations for weekly iReady minutes and demonstrate measurable growth on BOY to EOY diagnostics. The percentage of students meeting typical and stretch growth targets in reading will increase, contributing to closing achievement gaps and ensuring that all students make adequate annual growth. **Staff Responsible for Monitoring:** CLT, Guiding Coalition, Grade Level Teachers, Reading Interventionist, EB Specialist and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - State Compensatory Education (SCE) - $90,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: 100% of eligible HB4545/1416 students will be served by May 2026. **Strategy's Expected Result/Impact:** All eligible students will receive the required HB 4545/1416 instructional support minutes, resulting in improved mastery of grade-level TEKS. Students participating in these accelerated instruction sessions will demonstrate measurable growth on progress monitoring tools (iReady, common assessments, STAAR) and close learning gaps in reading. **Staff Responsible for Monitoring:** Grade Level Teachers, Special Education Teachers, Reading Interventionist, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interventionist - At-Risk (SCE) - $40,013				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, Dorothy P. Adkins Elementary will meet or exceed the Tier 1 minimum expectation scores for Math STAAR Approaches by the end of the 2025-2026 school year by:

Increasing the percentage of 3rd grade students meeting Approaches from the 2024-2025 baseline to at least 88%.

Increasing the percentage of 4th grade students meeting Approaches from the 2024-2025 baseline to at least 87%.

Increasing the percentage of 5th grade students meeting Approaches from the 2024-2025 baseline to at least 93%.

High Priority

HB3 Compass Point

Evaluation Data Sources: K-2 Primary Numeracy Assessment
District Math Assessments
iReady Math Benchmarks
iReady Standards Mastery Checks (2-5)
Campus Formative Assessments
Math STEMscopes
STAAR Interim
STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Typical Growth Adkins Elementary will increase the percentage of students meeting typical growth in math by 3-5% in each grade level by the end of the 2025-2026 school year, as measured by iReady Math Growth Reports. Stretch Growth Adkins Elementary will increase the percentage of students meeting stretch growth in math by 3-5% in each grade level by the end of the 2025-2026 school year, as measured by iReady Math Growth Reports. **Strategy's Expected Result/Impact:** Students will meet our increased percentage of meeting approaches in math. **Staff Responsible for Monitoring:** Grade level teachers, interventionist and administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Leverage bimonthly PLTs and campus professional development to: Identify grade-level essentials and unpack TEKS, Create quarterly learning targets and cognitive ladders, Develop common formative assessments, Review student data, form intervention/enrichment groups, and monitor progress using grade-level data sheets **Strategy's Expected Result/Impact:** Instruction will be aligned across classrooms, student gaps will be identified earlier, and intervention/extension plans will result in increased percentages of students meeting typical and stretch growth targets on iReady Math and performing at or above grade level on STAAR. **Staff Responsible for Monitoring:** Grade Level Teachers, Math Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide targeted math intervention based on iReady, Primary Numeracy, and formative/summative assessment data. **Strategy's Expected Result/Impact:** Students receiving targeted interventions will show measurable growth on progress monitoring tools, reducing the number of students performing below grade level. **Staff Responsible for Monitoring:** Grade Level Teachers, Math Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Aviator Time will be protected daily on the master schedule for every grade level to provide intervention and enrichment opportunities. Interventions and extensions will primarily occur in the classroom, with additional support from interventionists and specialists as needed. **Strategy's Expected Result/Impact:** Students will consistently receive timely, targeted instruction leading to closing achievement gaps for struggling learners and increasing depth and complexity for students performing at or above grade level. **Staff Responsible for Monitoring:** CLT, Guiding Coalition, Grade Level Teachers, Math Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Teachers will implement Math Workshop as the Tier 1 instructional model, incorporating Research-Based Instructional Strategies (RBIS) from TEA to strengthen universal instruction. Instruction will include a balance of mini-lessons, guided practice, collaborative tasks, independent practice, and math discourse to build conceptual understanding and procedural fluency. **Strategy's Expected Result/Impact:** Consistent implementation of Math Workshop and RBIS will improve the quality and rigor of Tier 1 instruction, resulting in increased student engagement, deeper mathematical thinking, and higher percentages of students meeting typical and stretch growth on iReady and achieving "Meets" and "Masters" on STAAR. **Staff Responsible for Monitoring:** Administrators, Grade Level Teachers, Team Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - State Compensatory Education (SCE) - $30,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Teachers and specialists will provide high-quality vocabulary instruction to support math content comprehension, especially for Emerging Bilingual students. **Strategy's Expected Result/Impact:** Students will demonstrate improved math academic language use, resulting in better performance on constructed response items, word problems, and STAAR math assessments. **Staff Responsible for Monitoring:** Classroom Teachers, Special Education Teachers, Interventionists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist - At-Risk (SCE) - 40,013				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Ensure that 100% of eligible HB 4545/1416 students receive required instructional support minutes by May 2026. **Strategy's Expected Result/Impact:** Students receiving accelerated instruction will close learning gaps and show measurable growth on iReady Math, Primary Numeracy, and STAAR assessments. **Staff Responsible for Monitoring:** CLT, Guiding Coalition, Grade Level Teachers, Interventionists, EB Specialist, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of the 25-26 school year 90% of Pre-K students will be able to name 20 or more alphabet letters.
By the end of the 25-26 school year 75% of Pre-K students will be able to produce 20 or more sounds.
By the end of the 25-26 school year 75% of Pre-K students will be able to produce sounds to make words.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Pre-K students will participate in daily shared reading and small-group instruction targeting individual learning goals in reading, writing, and math. Targeted small groups will also reinforce fine motor and social-emotional learning targets identified on the district report card. **Strategy's Expected Result/Impact:** Students will show measurable growth in early literacy, numeracy, fine motor, and SEL skills as evidenced by CLI progress monitoring, district report card indicators, and teacher observations -- ensuring they are better prepared for Kindergarten. **Staff Responsible for Monitoring:** PreK Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will use PLT time to review student data (district report card, CLI, and observational data) and create intervention and enrichment groups. Teachers will also evaluate progress on social-emotional and fine motor learning targets, planning targeted instruction to address individual needs. **Strategy's Expected Result/Impact:** Collaborative, data-driven planning will ensure all Pre-K students receive timely, targeted support, leading to increased mastery of early learning standards and improved readiness rates for Kindergarten. **Staff Responsible for Monitoring:** PreK Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, Dorothy P. Adkins Elementary will fully implement Tier 1 CharacterStrong Curriculum, Emotional Elements, and CHAMPS to strengthen campus culture and support social-emotional learning.

100% of students will be able to identify all four Emotional Elements from the CharacterStrong Curriculum.
100% of students will be able to identify the components of CHAMPS expectations for classroom and common areas.

These initiatives will build consistent, campus-wide social-emotional strategies that support student self-regulation, promote healthy communication, and create a safe, positive learning environment. Success will be measured through student surveys, a reduction in office referrals, and improved staff perception data on climate and culture surveys.

Evaluation Data Sources: Teacher input
Formative Feedback
Parent Responses (Needs Assessment)
CHAMPS Check-In Data (BOY, MOY & EOY)
Character Strong Implementation Survey Data (BOY, MOY & EOY)
PK Essentials for SEL progress monitoring data
Strengths Finder Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: 100% Implementation of Four at the Door daily in every classroom to build strong student-teacher connections. Teachers will greet students with a personal connection, eye contact, and a positive tone, setting the tone for a welcoming and emotionally safe classroom environment. **Strategy's Expected Result/Impact:** Increased student engagement and sense of belonging will result in fewer behavior incidents during transitions and improved student readiness to learn, as reflected in teacher observations and decreased office referrals. **Staff Responsible for Monitoring:** CLT, SEL Taskforce, Grade Level Teachers, Team Leaders, Guidance Counselor, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The SEL Taskforce will provide ongoing training and coaching to teachers on the implementation of CharacterStrong, the Four Emotional Elements, and CHAMPS. The taskforce will also deliver professional development on the Behavior Continuum and CharacterStrong lessons, ensuring consistency and fidelity across all classrooms. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased confidence and consistency in SEL and behavior management practices. This will lead to improved classroom culture, stronger student self-regulation, and measurable decreases in behavior referrals, along with improved results on student and staff climate surveys. **Staff Responsible for Monitoring:** SEL Taskforce, Grade Level Teachers, Guidance Counselor, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Staff will implement the Adkins Behavior Continuum to guide behavioral decisions in Tier 1, Tier 2 and Tier 3 instruction. **Strategy's Expected Result/Impact:** Teachers will understand how to advocate for behavioral support through our campus-wide continuum. **Staff Responsible for Monitoring:** SEL Taskforce, Grade Level Teachers, Team Leaders, Guidance Counselor, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May 2026, Dorothy P. Adkins Elementary will increase the percentage of community members completing the district Family Engagement Survey from 72% to 90% by providing multiple opportunities for students, staff, and parents to build meaningful connections through cultural awareness events, family-focused activities, and increased PTA participation throughout the school year.

Evaluation Data Sources: Perception Data
Teacher Input Survey Data (BOY, MOY & EOY)
Family Engagement - Gallup Data (Fall)
Student Input Survey Data (BOY, MOY & EOY)
Parent Feedback (Needs Assessment)
PK Essentials for SEL progress monitoring data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Strategy 1: Grade-level teachers will actively promote the Family Engagement Survey by: Including reminders in grade-level newsletters Displaying signs in the car line (e.g., "Honk if you filled out the survey!") Distributing QR codes with the survey link to families Offering incentive milestones: 25% completion = Extra Recess, 50% = Music at Lunch, 75% = Popsicles, 90% = Administrator Stuck to the Wall **Strategy's Expected Result/Impact:** Increased visibility, accessibility, and fun incentives will encourage higher family participation, leading to survey completion rates rising from 72% to 90%. **Staff Responsible for Monitoring:** CLT, Administration, Guidance Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Expand and sustain student clubs that bring students together to explore discovery, science, arts, leadership, and service opportunities while fostering a growth mindset. Clubs will be highlighted in newsletters and at family events to showcase student learning and invite family involvement. **Strategy's Expected Result/Impact:** Students will feel more connected to school while families gain meaningful opportunities to engage with campus activities. This will strengthen school-home relationships and increase parent participation in both surveys and family events. **Staff Responsible for Monitoring:** Administrators, Counselor, Teacher Leader **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Offer classroom recognition and awards (e.g., certificates, spotlight features, or small incentives) for families who attend PTA meetings, reinforcing the value of family participation in school decision-making and events. **Strategy's Expected Result/Impact:** Increased PTA attendance will build stronger family-school partnerships, leading to higher parent engagement, improved communication, and progress toward the 90% survey completion goal. **Staff Responsible for Monitoring:** CLT, Administrators, Guidance Counselor, Teacher Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
2	1	2	The SEL Taskforce will provide ongoing training and coaching to teachers on the implementation of CharacterStrong, the Four Emotional Elements, and CHAMPS. The taskforce will also deliver professional development on the Behavior Continuum and CharacterStrong lessons, ensuring consistency and fidelity across all classrooms.

State Compensatory

Personnel for Adkins Elementary

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

Plan Notes

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Macey Arel	Kindergarten Team Leader
PTA Member	Andrea Weber	PTA President
Classroom Teacher	Nicole Green	PreK Teacher
Administrator	Katie Vaughan	Assistant Principal
Classroom Teacher	Maylyn Reibold	5th Grade Team Leader
Classroom Teacher	Tiffany Mize	4th Grade Team Leader
Classroom Teacher	Nikki Martinez	2nd Grade Team Leader
Classroom Teacher	Kim Terrell	1st Grade Team Leader
Administrator	Dedra Adams	Principal
District-level Professional	Sandy Brown	Director of Elementary Curriculum and Instruction
Classroom Teacher	Laura Smejkal	Specials Team Leader
Classroom Teacher	Michelle Clayton	Specialists Team Leader
Classroom Teacher	Donna Mullins	3rd Grade Team Leader

Campus Funding Summary

At-Risk (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Interventionist		$40,013.00
1	2	6	Interventionist	40,013	$0.00
				Sub-Total	$40,013.00

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$90,000.00
1	2	5			$30,000.00
				Sub-Total	$120,000.00

Denton Independent School District

Alexander Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D

Mission Statement

Our mission is to spark curiosity and empower students to be critical thinkers who collaborate with others to solve real-world problems through STEM learning.

Vision

We believe to accomplish our mission as a STEM campus, we will work together as a Professional Learning Community to:

Engage in ongoing professional development for all teachers.
Sustain our STEM certification and implementation.
Promote resilience, creativity, and critical thinking.
Nurture relationships and celebrate our many cultures, traditions, and individual student strengths.
Provide real-world connections in all areas of learning.

Value Statement

Innovation - We encourage students to think outside the box, explore new ideas, and use creative problem-solving to make real-world connections.

High expectations- We believe every student can achieve great things, and we challenge them to reach their fullest potential through effort and perseverance.

Resilience (grit)- We teach students to keep going when things get tough, to learn from mistakes,and to see challenges as opportunities to grow, adapting their strategies until they find success.

Integrity- We model honesty, fairness, and doing the right thing — even when no one is watching.

Courage- We inspire students to take positive risks and face challenges with confidence.

Kindness - We promote and expect empathy, compassion, and respect for others in words and actions every day.

Collaboration - We work as diverse teams of thinkers, sharing ideas, testing solutions, and building on each other's strengths to solve complex problems.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a campus that has been established in our community, the heart of Denton, for decades. We are proud to have several programs that benefit a diverse population, including the One-Way Dual Language Program; Special Education Self-Contained programs including the Functional Life Skills class, Early Childhood Special Education Pre-K, and the Positive Academic and Behavior Skills Class; EXPO (Gifted and Talented), and many extra curricular programs.

Over 65% of our students are considered economically disadvantaged. Our school is one of ten campuses in the district eligible to receive free meals for all students through the Community Eligibility Program.

Our ethnicity breakdown includes:

- Hispanic - 66%
- White - 19%
- African American - 14%
- Asian - 1%
- American Indian - 1%

Our special programs breakdown includes:

- Special Education - 21%
- Dyslexia - 7%
- 504 - 4%
- Gifted/Talented - 9%
- Emergent Bilingual - 44%

Our staff consists of Teachers, Specialists, Paraprofessionals, Counselors, Administrators, Cafeteria Staff, and Custodians. Two of our staff (Assistant Principal and Bilingual Specialist) have Doctorate degrees, and several teachers have their Master's Degree. More than 50% of classroom teachers have received their National STEM Certification throught the National Institute of STEM Education. All of our teaching positions currently have teachers certified in their subject area, except for our PABS Self-Contained program - as of September 2025 we have a Long Term Sub certified in Sped. The teaching years of experience range from 0 - 25+ years of experience. We have focused our hiring the past two years on strong candidates with experience , certified in their content area.

Discipline data shows that over 300 office referrals were submitted during the 24-25 school year, which was a 25% reduction from the previous year. However, 300 referrals is very high, and each referral takes admin's time from being in the classroom and causes loss of learning time from the students involved in the referral. The following plan of action is currently in place to significantly reduce behavior referrals (as well as the actual behaviors):

- A school-wide behavior matrix was revised and implemented for this 25-26 school year with very defined expectations for classroom discipline vs the need for office referrals.
- Having a full-time behavior interventionist would be key in further reducing office referrals. We currently have a part-time behavior interventionist.
- Classroom Teachers will address Tier 1 behaviors.
- Our two counselors are used as part of the behavior response team to address Tier 2 behaviors. We have a full time counselor who provides guidance counseling instruction in the classroom, as well as BRT assistance and de-escalation support. We have a full time Student Impact Counselor who also assists with Tier 2 and de-escalation, as well as

conducts assessments for students who threaten to harm themselves. Without the two full time counselor positions, campus admin would not be able to be in classrooms to provide valuable feedback to teachers.
- Admin will address Tier 3 behaviors.
- We currently have a House System in place to promote good citizenship skills and celebrate positive student behaviors each quarter, as well as promote teamwork and friendship skills.
- Our campus utilizes a "Paw-sitive Panther" award on a daily basis for any student who shows great citizenship skills, earning their name on a paw on the Pawsitive Panther wall, as well as a reward and celebratory conversation with campus admin.

Demographics Strengths

We have a diverse group of students who are enrolled in a variety of specialized programs to serve their individual needs. Our campus also has several extracurricular clubs, including:

- GOAL (soccer)
- Ballet Folklorico dance group
- Girls Coding Group
- STEM clubs
- Yearbook club
- Choir

Our families are committed to their children's excellence in education, and partner with their teachers to provide a strong foundation of learning throughout the year.

Our PTA has significantly increased membership already this year, and has increased funding earned from the same time last year through Community Spirit Nights, Membership, and Community Donations. They have additional fundraising and family engagement events planned for this year, such as their Fall Festival/Trunk or Treat.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We had over 300 office referrals during the 25-26 school year.
Root Cause: Teachers needed a specific outline and training regarding a behavior matrix to determine who addresses behaviors at different tiers. A defined Behavior Response Team, including a full time Behavior Interventionist, is needed to address Tier 2 and 3 behaviors to keep students from losing learning time and admin from being in classrooms to provide instructional feedback.

Student Learning

Student Learning Summary

Data:

- **Kindergarten: 43% of students were on reading level at the end of the year.**
- **1st grade: 53% of students were on reading level at the end of the year.**
- **2nd grade: 29% of students were on reading level at the end of the year.**
- **Less than 60% of K-2 students were on level on PNA by End of Year**
- **Less than 60% of all STAAR tests in grades 3-5 were passed.**
- **39% of 5th Graders passed their Science STAAR.**

This data indicates a **downward trend in reading proficiency**, with significant gaps emerging by 2nd grade. Students are not progressing at the rate necessary to build foundational literacy skills and read on grade level. While we gained 6 points in our Science scores, the data shows a need to strengthen Science instruction K-5.

Longitudinal STAAR data shows that we are not making sufficient improvements in ELA, Math, or Science. This appears to be due to the following factors:

- a need to vertically align instruction and best practices across all grade levels
- a need for PD and support for workshop model for K-2
- a need to implement an aligned progress monitoring tool with regular meetings to address and follow up on next steps
- a need for increased feedback from campus admin and instructional coach, and instructional support for teachers

Due to our continued rating of a "D", we are implementing the Effective Schools Framework for School Improvement.

Identified Needs

1. **Instructional Practices**
    - Teachers need ongoing **professional development in the Reading, Writing, and Math Workshop model** to strengthen Tier 1 instruction.
    - **Small-group instruction** is inconsistent or not prioritized. Teachers must implement daily targeted small groups for differentiated support as part of their Tier 1 classroom interventions in addition to each grade level's Tier 2 Intervention Time.
    - Teachers must **adhere to the master schedule** to protect literacy blocks and ensure consistency across grade levels.
    - Teachers are in need of pd and guidance to facilitate effective instruction to our Emergent Bilingual students to foster growth in their TELPAS

domains - Reading, Writing, Listening, and Speaking - in order for students to grow at least one composite rating by End of Year.
- Admin walkthroughs should be focused on workshop model, small group implementation, and alignment of curriculum and strategies - all teachers will be on T-Tess since we are a TIA school.
- Science instruction must be strengthened from PK-5th grade, with cross-curricular STEM integration across all grade levels through our STEM certification.
- All staff should be familiar with and follow with fidelity the Denton ISD Core Behavioral Framework, the Denton ISD Elementary Instructional Expectations and Framework, The DISD curriculum/storyboards/birds eye view for lesson planning, and the district instructional strategies.
- Our campus will continue to complete the National Campus STEM Certification throught the National Institute of STEM Education, and teachers will continue to pursue their National Teacher STEM Certification through NISE as well. Our goal is to eventually have 100% of classroom teachers and most specialists/interventionists certified each year.

2. **Special Education & Inclusion**

- We are again considered an Additional Targeted Support school based on our low-achieving scores for our special education population. Special education teachers will need to adjust inclusion models to provide effective **intentional, specially designed instruction** to all special educations students.

- Collaboration between general education and special education teachers needs strengthening to support inclusion effectively.

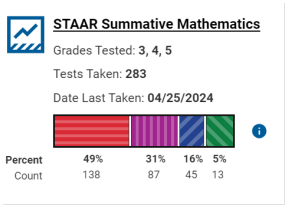
3. **Progress Monitoring**

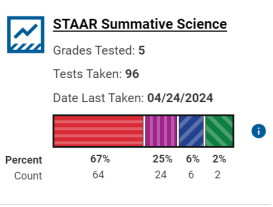
- Systems for **tracking reading growth** are inconsistent, leading to missed opportunities for timely interventions. Regular name & need meetings are held; teachers need additional time and support to gather data and implement next steps in a timely manner.

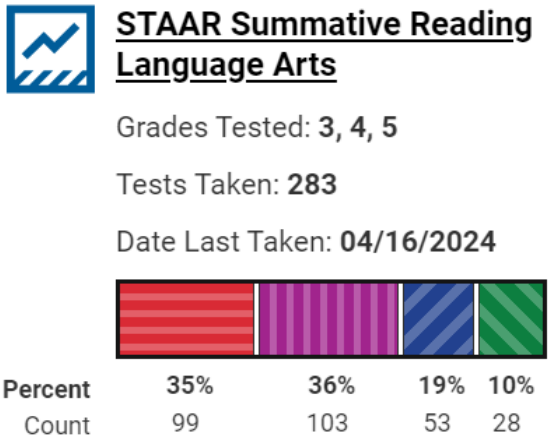
- More frequent use of formative assessments and progress monitoring tools are needed to drive instructional decisions.

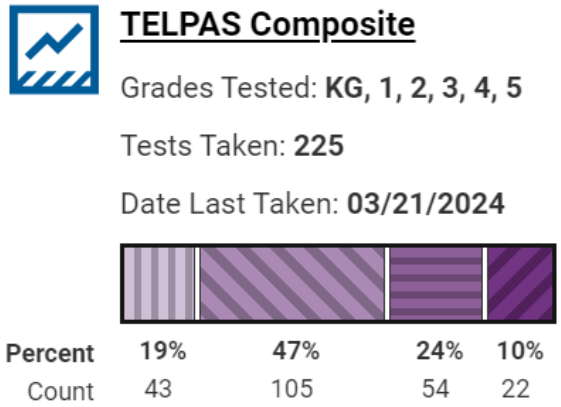
- Professional Learning Communities - Teachers need time in the master schedule to meet on a regular basis each week to collaboratively plan each subject, and to utilize data to drive instruction.

- Campus administrators should conduct frequent walkthroughs and observations to engage in an ongoing feedback cycle, in order to provide effective support and guidance for teaching staff.









Student Learning Strengths

Our students in grades 3-5 scored slightly higher in Language Arts. Our Kinder students had a higher rate of "on level" for EOY PNA. Our specialists provide co-teaching, modeling, and learning labs to provide teachers with the resources and training they need to present strong tier 1 instruction to our students throughout the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 39% of 5th Graders reached Approaches or above on the 2025 Science STAAR

Root Cause: Teachers will need to implement effective instructional strategies and progress monitoring strategies for Science instruction.

Problem Statement 2 (Prioritized): Less than 60% of students in grades 3-5 reached Approaches or above on the 2024 Math STAAR, and less than 60% of students in grades K-2 were on level on the PNA.
Root Cause: Math instruction is not consistently aligned across all grade levels; our progress monitoring system needs to be strengthened to support next instructional steps.

Problem Statement 3 (Prioritized): Less than 60% of 1st and 2nd graders were on level in Reading by the EOY, and less than 60% of Kindergarteners were on level in Letter ID/ Sounds and Phonological Awareness by EOY.
Root Cause: Literacy instruction needs to be aligned so workshop model can be utilized in Reading and Writing, with sufficient time for Phonics instruction and intervention.

Problem Statement 4 (Prioritized): Less than 50% of our Emergent Bilingual Students grew one rating in their Composite TELPAS score for 2025.
Root Cause: English needs to be further embedded in bilingual instruction in our dual language classes.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities (PLCs) are used to ensure collaboration among staff for student success. We also leverage our district's curriculum and instruction resources, including the District's Instructional Framework, and District Instructional Practices & Strategies, to align teaching practices and support student learning. Additionally, there's a focus on aligning the master schedule, ensuring that teachers have the time they need to provide effective tier 1 instruction in their content areas.

Teams meet weekly as Professional Learning Teams to analyze data and plan instruction and intervention. These PLC's are held with teachers, specialists, and campus administrators to progress monitor each student's achievement and goals, and determine next steps. All grade level teams also have two days of collaborative planning each week in addition to the PLC day. The collaborative planning sessions ensure instructional alignment among the teams.

Our specialists create their schedule to align with our master schedule and ensure that each student requiring specialized services receives those services in a way that supports their learning. Our specialists also provide guidance and support to classroom teachers to further strengthen tier 1 instruction.

Alexander Elementary is proud to host the UNT teacher and principal residency programs again this year. We have two teacher residents and one principal resident. Each resident is placed with a strong mentor to help them learn the processes and structure of their positions and provide guidance throughout the year. Having residents in the classrooms and admin team helps provide a strong support system to our students and campus procedures.

We have two first year bilingual teachers on staff. One was a full-time bilingual paraprofessional for the past few years on our campus and very familiar with bilingual instruction, and the other was a full-time teaching resident in a bilingual class last year. Both teachers have been assigned an experienced mentor to provide additional support throughout the year.

Our Guiding Coalition, Team Leaders, Safe & Supportive Schools Team, BERT (Building Emergency Response Team), Behavior Response Team, and committee task forces all provide valuable staff input and implementation for our campus procedures and processes.

Alexander is proud to provide a wide variety of extracurricular activities for students, including GOAL (soccer), Ballet Folklorico, yearbook, and choir. Our Ballet Folklorico group is in its eleventh year, performs at several community events throughout the year, and plans to enter a competition in Dallas again this year!

An area of need includes increased campus admin walkthroughs and feedback cycles for teachers. Instructional Leaderhip is the primary responsibility of campus administrators, so a significant protected portion of their day should be spend in classrooms providing feedback and coaching to teachers, and monitoring curriculum and high quality instructional practices. This year campus admin has created a protected schedule, allowing them to spend more time in classrooms while a dedicated Behavior Response Team can handle Tier 1 and 2 behaviors. Campus administrators meet weekly to debrief and discuss strengths and needs seen through classroom observations and overall school processes, and create next steps.

School Processes & Programs Strengths

Our strengths include:

- Strong master schedule aligned with our special program services to allow teachers to maximize tier 1 instruction time while providing specialists time to provide tier 2 and 3 support for students.
- All of our staff is on duty in the morning to greet students and provide positive interactions the minute they enter our campus. We have all 3 campus admin at the front doors (the main entrance for morning arrival) to greet all students and parents. Every teacher is at their door personally greeting their students as they enter the classroom. Our two counselors and our behavior interventionist are out front and in hallways greeting students as well. Both arrival and dismissal are "all hands on deck" events, not just to ensure

student safety, but to provide a positive arrival and dismissal experience.

- We have several committees to provide valuable staff input on our campus processes and procedures, including:
  - Guiding Coalition and Campus Leadership Team
  - Team Leaders
  - Attendance Committee
  - Safe & Supportive Schools Team and Behavior Response Team
  - BERT (Building Emergency Response Team)
  - STEM Task Force
  - Sunshine Committee
  - House System Committee

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus admin spent a significant amount of time addressing behaviors, which kept them from instructional leadership actions, including classroom walkthroughs and feedback cycles.
Root Cause: There is a need for clarification, full implementation, and further training on the Campus-wide behavior matrix. Campus Admin will need to implement a protected schedule of classroom walkthroughs/feedback/coaching time to provide effective instructional leadership.

Problem Statement 2 (Prioritized): There were over 300 office referrals and several threat assessments.
Root Cause: There is a need for continued additional staff, such as a Behavioral Specialist and Student Impact Counselor (also called Student Assistance Counselor), to help admin address behaviors.

Perceptions

Perceptions Summary

We've recognized that recruitment needs to focus on veteran teachers. As a result, 5 teachers were hired with 10+ years of experience for the 24-25 school year, with additional teachers with experience hired for the 25-26 school year.

We have a need to increase membership in PTA and to increase the number of volunteers for our campus. Our PTA has a very involved and committed, although small, core group of parents and staff who work hard to provide funding to enrich our students' instruction and school experience. So far this 25-26 school year, our new PTA board has significantly increased membership, as well as increased donations received from local businesses.

Staff express a need for consistency in processes on campus, as well as professional development to meet their instructional needs. Our staff is on board with our STEM journey, and almost every staff member attended a STEM PD over the summer - TEA's STEM training in May, PD on our new STEM Curriculum Project Lead the Way in July, and Teacher STEM Certifications through the National Institute of STEM Education throughout the summer (a certification process similar to the TEA Reading Academy).

We do have a high rate of participation in family engagement and community events, such as Book Fair Shopping Night, Spring Carnival, and Folklorico community performances. Our campus has a generational history, with many parents and grandparents having attended our school! We want to continue to build on that community involvement and pride.

Our engagement survey indicated a need for all employees to feel that everyone does their part and follows processes and procedures. We recognize that school improvement is intentional work, and requires an "all hands on deck" approach. We are implementing a book study of "The Energy Bus" to facilitate positivity and initiative with Professional Learning Teams.

Priority Problem Statements

Problem Statement 1: Only 39% of 5th Graders reached Approaches or above on the 2025 Science STAAR

Root Cause 1: Teachers will need to implement effective instructional strategies and progress monitoring strategies for Science instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than 60% of students in grades 3-5 reached Approaches or above on the 2024 Math STAAR, and less than 60% of students in grades K-2 were on level on the PNA.

Root Cause 2: Math instruction is not consistently aligned across all grade levels; our progress monitoring system needs to be strengthened to support next instructional steps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 60% of 1st and 2nd graders were on level in Reading by the EOY, and less than 60% of Kindergarteners were on level in Letter ID/Sounds and Phonological Awareness by EOY.

Root Cause 3: Literacy instruction needs to be aligned so workshop model can be utilized in Reading and Writing, with sufficient time for Phonics instruction and intervention.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Less than 50% of our Emergent Bilingual Students grew one rating in their Composite TELPAS score for 2025.

Root Cause 4: English needs to be further embedded in bilingual instruction in our dual language classes.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We had over 300 office referrals during the 25-26 school year.

Root Cause 5: Teachers needed a specific outline and training regarding a behavior matrix to determine who addresses behaviors at different tiers. A defined Behavior Response Team, including a full time Behavior Interventonist, is needed to address Tier 2 and 3 behaviors to keep students from losing learning time and admin from being in classrooms to provide instructional feedback.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Campus admin spent a significant amount of time addressing behaviors, which kept them from instructional leadership actions, including classroom walkthroughs and feedback cycles.

Root Cause 6: There is a need for clarification, full implementation, and further training on the Campus-wide behavior matrix. Campus Admin will need to implement a protected schedule of classroom walkthroughs/feedback/coaching time to provide effective instructional leadership.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There were over 300 office referrals and several threat assessments.

Root Cause 7: There is a need for continued additional staff, such as a Behavioral Specialist and Student Impact Counselor (also called Student Assistance Counselor), to help admin

address behaviors.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- 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 failure and/or retention rates
- 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
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation STAAR score of :
-63% in Approaches for 3rd Grade Math, 60% in Approaches for 4th Grade Math, 71% in Approaches for 5th Grade Math
-68% in Approaches for 3rd Grade RLA, 77% in Approaches for 4th Grade RLA, 74% in Approaches for 5th Grade RLA
-48% in Approaches for 5th Grade Science
To support the district's tiered minimum performance benchmarks for Grades 3-5, our goal for K-2 will be at least 70% on level on EOY assessments in RLA and PNA, and PreK to be 70% on level on their EOY assessment.

High Priority

Evaluation Data Sources: Common Assessments, STAAR, STAAR interims, Grade Level District and State Assessments, PNA, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 1: All grade level teams will hold structured weekly data meetings to analyze results, identify gaps, and plan targeted instruction or intervention.

Strategy's Expected Result/Impact: Teachers and Specialists will intervene as soon as a student is showing a lack of progress. Students will then have a better chance of meeting district tier 5 expectations on EOY assessments.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly PLC meetings will be held for all grade levels, with specialists included.	Campus Admin, Classroom Teachers, Coach, Specialists	weekly, through May 2026
2	Teams will follow a written plan (determined at each PLC meeting) outlining team expectations and next steps, with regular weekly meetings to follow up.	Classroom Teachers, Specialists, Campus Admin	May 2026
3	Teams will use 100% of the district common assessments and monitor results to adjust for instruction.	Classroom Teachers, Coach, Specialists, Campus Admin	May 2026
4	Campus leaders actively monitor classroom instruction.	Campus admin	May 2026
5	Campus leaders use walk-throughs and observations to ensure curriculum alignment and strong instructional delivery.	Campus admin, Teachers, Coach	May 2026
6	Guiding Coalition and Team Leaders will participate in the book study The Energy Bus to encourage collaboration and positivity in Professional Learning Teams.	Campus Admin, Leadership Teams	May 2026

Title I:
2.51, 2.52, 2.53, 2.533, 2.534
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Additional Targeted Support Strategy**

Funding Sources: Provide subs for PLT's, planning & testing - Title I, Part A - $6,950

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 2: Interventionists will provide all students requiring HB1416 interventions 100% of their required minutes, and all students PK-5 not meeting proficiency standards on common assessments will receive timely intervention.

Strategy's Expected Result/Impact: Students will meet standard on their EOY assessments, or at least show a minimum of one year's growth.

Staff Responsible for Monitoring: Teachers, Specialists, Administrators, Special Education Inclusion and PABS Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Focus on identifying essential standards and planning responses for students not meeting benchmarks.	Classroom Teachers, Specialists	May 2026
2	Administer regular formative and common assessments tied to priority standards to determine effectiveness of the interventions and revisions for next steps.	Classroom Teachers, Specialists	May 2026
3	Ensure that common assessment results are representative and usable for campuswide analysis and instructional planning.	Campus Teachers, Specialists, Coach, Admin	May 2026
4	All teachers will participate in a chapter study of the book "Leveraging Leadership" focusing on Data Driven Instruction.	Campus Teachers, Coach, Admin	December 2025

Title I:
2.51, 2.52, 2.53, 2.534
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Additional Targeted Support Strategy

Funding Sources: Math Interventionist - Title I, Part A - $55,712, Reading Interventionist - State Compensatory Education (SCE) - $48,612, Reading Interventionist - State Compensatory Education (SCE) - $45,725, Math Interventionist - State Compensatory Education (SCE) - $24,571

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Professional Development will be provided on behavior tiers of intervention for all staff, and the tier system implemented to help decrease office referrals and threat statements, and increase positive student behaviors and student engagement.

Strategy's Expected Result/Impact: Students will increase their engagement levels and positive behaviors shown, and disciplinary office referrals and threat statements will decrease.

Staff Responsible for Monitoring: Student Assistance Counselor, Behavior Specialist, Teachers, Counselor, Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus leaders collect and use monitoring data to inform campus-wide supports and professional development needs.	Campus Admin	May 2026
2	Behavior Response Team will be utilized to protect campus administrator time to provide feedback cycles to teachers.	Campus Admin, Specialists	May 2026
3	All campus staff will utilize the Campus Behavior Matrix to maximize student learning time and align disciplinary strategies.	All staff	May 2026
4	All teachers will participate in a chapter bookstudy in "Leveraging Leadership" focusing on student culture.	Teachers, Admin, Coach	December 2025

Title I:
2.51, 2.52, 2.53, 2.531, 2.533, 2.534

- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

- Additional Targeted Support Strategy

Funding Sources: Student Assistance (Impact) Counselor - Title I, Part A - $89,410, Campus Behavior Specialist - Title I, Part A - $40,486, CIS Case Manager - Title I, Part A - $25,000

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Teachers will offer at least 2 parent conferences per student to discuss student goals in content areas, achievement, and plans to help them make at least one year's growth in their learning.

Strategy's Expected Result/Impact: Students will make at least one year's growth in their learning, and parents will know how to help their children reach their goals.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will offer 2 parents conferences per year and document those held	Classroom Teachers	May 2026
2	Teachers will provide updated assessment and report card data to parents at conferences to ensure parents understand their children's progress level and next steps.	Classroom Teachers	May 2026

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 5: Teachers will align classroom instruction to the curriculum's content, context, and cognitive demand.

Strategy's Expected Result/Impact: Teachers will be able to provide effective tier 1 instruction each week in all content areas, and students will show at least one year's growth in all EOY assessments. Admin class walkthroughs will show evidence of strong instruction in all content areas.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers use course overviews/storyboards, and Instructional Strategy Cards as guides during planning and observation.	Teachers, Coach, Specialists, Campus Admin	May 2026
2	The master schedule will be aligned with the recommended minutes for all content areas to allow teachers an appropriate amount of time to effectively provide tier 1 instruction.	Campus Admin, Teachers, Specialists	May 2026
3	Ensure implementation of the district's written curriculum through twice-weekly collaborative planning sessions.	Campus Admin, Teachers, Specialists, Coach	May 2026
4	Our Reading Recovery Specialists and Coach will provide co-teaching, coaching, and modeling for our Kinder - 2nd grade teachers in Language Arts and Math workshop model.	Specialists, Coach	May 2026
5	Common assessments and exit tickets will be collaboratively created and analyzed in plc's to ensure alignment in assessment and scoring.	Teachers, Campus Admin, Specialists, Coach	May 2026

Title I:
2.51, 2.52, 2.53, 2.534

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 6: Since we are an Additional Targeted Assistance campus due to our Special Education achievement data, all Special Ed Teachers will be included in all Name & Need Meetings, and will put instructional plans in place to address those deficits during their schedule of services. Interventionists will support sped students through HB interventions.

Strategy's Expected Result/Impact: We should see an increase of at least 10 percentage points in the number of K-5 Special Education students who show at least One Year's Growth/Progress Measure on STAAR and EOY Reading and Math Data.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Admin will hold additional PLC sessions with Sped Inclusion Teachers to specifically progress monitor IEP goal and classroom assessment progress of their students.	Campus Admin, Special Ed Inclusion Teachers	May 2026
2	Campus leaders actively monitor classroom inclusion and resource instruction and provide feedback to Special Ed teachers for next steps.	Campus Admin, Special Ed Teachers	May 2026
3	Special Ed teachers will monitor students' classroom progress and recommend adjustment of goals if students show lack of progress on IEP goals or classroom assessments.	Special Ed Inclusion Teachers	May 2026

Title I:
2.51, 2.52, 2.53, 2.534
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Additional Targeted Support Strategy

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By May 2026, the percentage of Emergent Bilingual students who have increased their English proficiency on their composite TELPAS score will increase by 10 points.

High Priority

Evaluation Data Sources: TELPAS ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 1: We will have at least two vertical PLC meetings for Bilingual staff in grades PK-5 to ensure instructional alignment.

Strategy's Expected Result/Impact: Bilingual teaching staff will align their instruction across all grade levels so that students will increase their ratings in all 4 TELPAS domains - Reading, Writing, Listening, and Speaking.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Vertical PLC meetings will be held for Bilingual Staff to align practices, discuss progress and instructional action steps to be taken.	Bilingual Specialist, Campus Admin, Bilingual Teachers PK-5	Fall and Spring

Title I:
2.51, 2.52, 2.53, 2.534

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 2: Parent meetings will be held to address TELPAS results and strategies that parents can use at home to help increase their students' English proficiency in Listening, Speaking, Reading, and Writing.

Strategy's Expected Result/Impact: Students will increase their composite TELPAS score by one rating by the End of Year.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School-wide parent meeting will be held to teach parents about TELPAS and how they can support that learning at home.	Bilingual teachers, Bilingual Specialist	September 2025
2	Teachers of EB students will review their English Proficiency progress with parents during conferences	All classroom teachers of EB students	May 2026

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 3

Funding Sources: Parent Involvement Supplies & Snacks - Title I, Part A - $2,923

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Campus Admin and Bilingual Department staff will conduct collaborative walkthroughs at least twice per year to discuss classroom strengths and needs regarding Dual Language instruction and classroom environment. Feedback will be provided to the teachers.

Strategy's Expected Result/Impact: Teachers will receive timely feedback regarding their use of Dual Language instructional strategies and classroom environment and make adjustments as needed so their students show growth in all content areas and TELPAS

Staff Responsible for Monitoring: Teachers, Campus Admin, Bilingual Specialist, Bilingual Department

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Walkthrough with Campus Admin, Bilingual Department, Campus Bilingual Specialist; feedback provided to each teacher	Campus Admin, Bilingual Department	Fall and Spring
2	Bilingual Teachers will immediately implement feedback given for next steps, to be followed up by admin classroom walkthroughs	Bilingual Teachers, Campus Admin	May 2026

Title I:
2.51, 2.52, 2.53, 2.534
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Name & Need progress monitoring meetings will include student progress on TELPAS proficiency indicators.

Strategy's Expected Result/Impact: Students will consistently show improvement in Reading, Writing, Listening, and Speaking in English.

Staff Responsible for Monitoring: Classroom Teachers, Bilingual Specialist, Coach, Campus Admin, Interventionists

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will bring student evidence/data showing progress on TELPAS indicators to Name & Need meetings	Classroom teachers	Monthly, through May 2026

Title I:
2.51, 2.53

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Less than 60% of 1st and 2nd graders were on level in Reading by the EOY, and less than 60% of Kindergarteners were on level in Letter ID/Sounds and Phonological Awareness by EOY. **Root Cause**: Literacy instruction needs to be aligned so workshop model can be utilized in Reading and Writing, with sufficient time for Phonics instruction and intervention.
Problem Statement 4: Less than 50% of our Emergent Bilingual Students grew one rating in their Composite TELPAS score for 2025. **Root Cause**: English needs to be further embedded in bilingual instruction in our dual language classes.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By December 2025, our campus will receive our National Certified STEM Campus status through the National Institute of Stem Education, with more than 70% of our classroom teachers receiving their National Teacher STEM Certification through NISE by May 2026.

High Priority

Evaluation Data Sources: National Certification process, Teacher STEM completed certifications, Classroom walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 1: We will continue having teaching staff receive their National STEM certification, with a goal of more than 60% of teachers being STEM certified by the end of the year.

Strategy's Expected Result/Impact: Teachers will receive their National STEM certification and be able to implement their learning to become a full-immersion STEM learning classroom based on the TEA STEM Framework.

Staff Responsible for Monitoring: Classroom Teachers, Campus Admin, Coach

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus Admin and Instructional Coach meet with th NISE coach bi-weekly to review STEM certification progress and determine next steps.	Campus Admin, Instructional Coach	December 2025
2	Campus Admin and Coach meet with the Campus STEM Task Force to discuss campus progress toward certification, design challenge progress and needs, and Project Lead the Way Curriculum progress.	Campus Admin, Instructional Coach, STEM Task Force	May 2026
3	We will add teachers to the STEM Certification PD as funds become available.	Campus Principal	May 2026

Title I:
2.51, 2.52, 2.53, 2.532, 2.534
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 2: We will engage Families through a Family STEM Night, to include hands-on STEM activities, and showcasing STEM learning in the classroom.

Strategy's Expected Result/Impact: Families will gain an understanding of STEM and how it supports and engages student learning.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Title I:
2.51, 2.52, 2.53, 2.532
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: The use of fundraising profits, Grants, and Campus Funds will be focused on the STEM initiative through the certifications and classroom supplies

Strategy's Expected Result/Impact: Students in all grades will have access to high quality STEM education through design challenges.

Staff Responsible for Monitoring: Teachers, Admin, Specialists

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus Admin will add more teachers to the STEM Cert program as funds become available.	Campus Principal	May 2026
2	Teachers who are signed up for the certification program will complete the program and implement strategies learned in the classroom across the curriculum on an ongoing basis.	Teachers	May 2026

Title I:
2.51, 2.52, 2.53, 2.534
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Our STEM Task force will monitor and implement the campus STEM certification plan, including the new implementation of our STEM Curriculum, Project Lead the Way.

Strategy's Expected Result/Impact: We have a viable plan in place to begin integrating STEM across all content areas and increase student engagement and achievement.

Staff Responsible for Monitoring: STEM Task Force, Guiding Coalition, Admin

Title I:
2.51, 2.52, 2.53, 2.532, 2.534
- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 5: Alexander Elementary will partner with the DISD CTE department to offer CTE/STEM engagement opportunities for our students and focus on career clusters that align with STEM.

Strategy's Expected Result/Impact: Students will become engaged in learning about potential STEM pathways and middle school/high school STEM and CTE opportunities.

Staff Responsible for Monitoring: Campus Admin

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	We will meet with CTE department and Teaching & Learning to determine an instructional opportunity for 5th graders during the year.	Campus Admin	may 2026

Title I:
2.51, 2.52, 2.532
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	All grade level teams will hold structured weekly data meetings to analyze results, identify gaps, and plan targeted instruction or intervention.
1	1	2	Interventionists will provide all students requiring HB1416 interventions 100% of their required minutes, and all students PK-5 not meeting proficiency standards on common assessments will receive timely intervention.
1	1	3	Professional Development will be provided on behavior tiers of intervention for all staff, and the tier system implemented to help decrease office referrals and threat statements, and increase positive student behaviors and student engagement.
1	1	4	Teachers will offer at least 2 parent conferences per student to discuss student goals in content areas, achievement, and plans to help them make at least one year's growth in their learning.
1	1	5	Teachers will align classroom instruction to the curriculum's content, context, and cognitive demand.
1	1	6	Since we are an Additional Targeted Assistance campus due to our Special Education achievement data, all Special Ed Teachers will be included in all Name & Need Meetings, and will put instructional plans in place to address those deficits during their schedule of services. Interventionists will support sped students through HB interventions.
1	2	2	Parent meetings will be held to address TELPAS results and strategies that parents can use at home to help increase their students' English proficiency in Listening, Speaking, Reading, and Writing.

State Compensatory

Budget for Alexander Elementary

Total SCE Funds: $154,002.00
Total FTEs Funded by SCE: 2.99
Brief Description of SCE Services and/or Programs

We have interventionists for both Math and Reading funded through SCE. The interventionists provide valuable accelerated programs of intervention for students who require that service through HB1416 who have not performed satisfactorily on STAAR and EOY assessments. The interventions provided are aligned with the curriculum and state standards, and are supplemental to their regular daily instruction.

Personnel for Alexander Elementary

Name	Position	FTE
Elizabeth Lopez	Reading Interventionist	0.49
Jaritza Flores	Reading Interventionist	0.5
Kayla Slusarski	Math Interventionist	1
Margarita Ramos Rivera	Reading Interventionist (BIL)	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Our Campus Needs Assessment has been created through the continuous collaboration of our Guiding Coalition and analysis of patterns of Campus Achievement data.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan will be uploaded to our campus website, and a hard copy available on campus for those who wish to view it.

Title I Personnel

Name	Position	Program	FTE
Leticia Rivas	Campus Behavior Specialist	Title 1	.5
Tina Taylor	Student Assistance Counselor	Title 1	1

Guiding Coalition/CLT

Committee Role	Name	Position
District CLT Member	Brenda Bustamante	Bilingual Coach
Guiding Coalition/CLT	Tracey Eckenrod	PreK/ECSE Special Education Teacher
Guiding Coalition/CLT	Safonda Tarver	Special Ed Inclusion Teacher
Guiding Coalition/CLT	Ana Haro Bartlett	2nd Grade Bilingual Teacher
Guiding Coalition/CLT	Casey Reid	Assistant Principal Resident
Guiding Coalition/CLT	Amanda Bishoff	5th Grade Teacher
CLT Member	Lesly Molina Poer	Parent/PTA President
Guiding Coalition/CLT	Xhejlan Lena	3rd Grade Teacher
Guiding Coalition/CLT	Katy Watkins	Instructional Coach
Guiding Coalition/CLT	Stephanie Soto	Kindergarten Teacher
Guiding Coalition/CLT	Roxana Perez	Librarian
Guiding Coalition/CLT	Katie Condron	1st Grade Teacher
Guiding Coalition/CLT	Kayla Slusarski	Math Interventionist
Guiding Coalition/CLT	Margarita Ramos Rivera	Bilingual/ESL Specialist
Guiding Coalition/CLT	Kim Alexander	4th Grade Teacher
Guiding Coalition/CLT	Melissa Bishop	EXPO Teacher
Guiding Coalition/CLT	Irasema Ramirez	Assistant Principal
Guiding Coalition/CLT	Nicole Poole	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Math Interventionist		$24,571.00
1	1	2	Reading Interventionist		$45,725.00
1	1	2	Reading Interventionist		$48,612.00
				Sub-Total	$118,908.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Provide subs for PLT's, planning & testing		$6,950.00
1	1	2	Math Interventionist		$55,712.00
1	1	3	Student Assistance (Impact) Counselor		$89,410.00
1	1	3	CIS Case Manager		$25,000.00
1	1	3	Campus Behavior Specialist		$40,486.00
1	2	2	Parent Involvement Supplies & Snacks		$2,923.00
				Sub-Total	$220,481.00

Denton Independent School District

Bell Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Learning for all.

Vision

Bell Elementary will be a collaborative community of excellence that produces high levels of achievement for all.

Value Statement

Bell Values: Be a leader; Overcome obstacles; Bring a positive attitude; Cultivate character; Accept responsibility; Treat others with respect; Show integrity.

Commitments: in order to achieve our vision, Bell will have made the following commitments

Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of ALL learners.

We will engage in professional, open, and honest communication that is built on a foundation of trust through our professional learning communities.

We will provide a Safe and secure school environment that promotes learning, social responsibility, and critical thinking.

Engage students in collaborative activities and instruction that are meaningful and relevant.

We will model, mentor, teach, and support one another in our professional development and champion our campus mission and vision.

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Comprehensive Needs Assessment

Revised/Approved: September 5, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

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

Student Learning

- Our students have experienced significant learning loss. Student learning will be based on data to ensure our Tier 1 instruction is strong and intervention is is targeted and intentional to bridge the gaps.

School Processes and Programs

- To support the needs of our campus, school processes and programs will need continually reevaluation to ensure we are meeting the needs of all students.

Perception

- Continue to seek ways to positively impact the perception of our school community, connect and grow trusting relationships amongst staff, families, and our community.

Demographics

Demographics Summary

*McKinney/Vento-**2 students - 0.36%**

*EXPO-**56 students - 10.09%**

*Current enrollment**- 555**

*Average daily attendance**-93.92%**

*Percentage of male and female students- **47.39 female and 52.61% males**

*Ethnicity percentages:

Hispanic- **81 students 14.59%**

Asian- **36 students 6.49%**

Black-**274 students 49.37%**

Indian/Alaskan native- **4 students 0.72%**

Hawaiian -**0%**

White- **93 students 16.76%**

Multiple- **42 students 7.57%**

*Economically disadvantaged percentage-**60.54%**

*Percent of students served in special programs:

SpEd -**143 students 25.77%**

Dyslexia-**47 students 8.47%**

ESL**- 53 students 9.55%**

EB-**17 students 3.06%**

*Percent of population labeled At-Risk**-74.23%**

*Mobility**- 114 students 19.8%**

*Teacher Retention**- 78%**

Demographics Strengths

- Bell demonstrates strong diversity, solid student attendance, high teacher retention, and a commitment to identifying and supporting students in special programs. Additionally, the gifted/talented representation is a positive highlight, showing balance in addressing both enrichment and intervention needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students not meeting grade-level expectations is increasing. Staff will continue to monitor student progress, as evidenced by the iReady Mastery Checks.
Root Cause: Tier 1 instruction that embed academic vocabulary across content and incorporating a co-teach model for our Sped population needs a more intentional focus. At risk, economically disadvantage, specialized services creates instability that impacts continuity of instruction and student achievement.

Student Learning

Student Learning Summary

- Our students performance overall, compared to other similar schools, Bell is performing across all grade levels and content.

Campus Name	SES Tier	STAAR MATH 3 GOAL	2025 Results	Difference	STAAR MATH 4	2025 Results	Difference	STAAR MATH 5	2025 Results	Difference	STAAR RLA 3	2025 Results	Difference	STAAR RLA 4	2025 Results	Difference	STAAR RLA 5	2025 Results	Difference	S S 5
Bell ES	Tier 4	68%	43%	-25%	67%	59%	-8%	74%	46%	-28%	76%	60%	-16%	83%	71%	-12%	78%	67%	-11%	5

Student Learning Strengths

- Bell shows relative strengths in Reading/Language Arts (grades 4 and 5) and in 4th grade math performance, where gaps to campus goals are smaller compared to other grade levels and content areas. These areas can serve as leverage points to improve instruction and interventions in other tested subjects, particularly science and mathematics in grades 3 and 5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Bell continues to face significant performance gaps in several critical areas. The most urgent concerns are in Grade 3 math (-25%) and Grade 5 math (-28%), where students are performing well below campus goals. Additionally, Grade 5 science (-29%) shows the largest gap, suggesting that students are not consistently transferring literacy and math skills into applied science learning.
Root Cause: Performance gaps across multiple content areas indicate a need for stronger vertical alignment, targeted interventions in foundational numeracy, and deeper integration of science and math instruction to better prepare students for middle school readiness.

School Processes & Programs

School Processes & Programs Summary

- PreK General Education, Blended, and ECSE to support PreK students transition into the school setting
- K-5 Communications to support students master emotional/behavioral functioning, language, sensory needs, and social interactions/relationships while addressing academic achievement
- ESL (.5) to support Emergent Bilingual students and classroom teachers
- Reading Interventionist to support closing the gaps in reading and coaching cycles for classroom teachers
- Math Interventionist to support closing the gaps in math and coaching cycles for classroom teachers
- Dyslexia Therapist (2) to support students identified with a deficient in basic reading skills
- Roles & responsibilities- Staff Handbook & Parent Playbook
- Class lists creation and meeting the needs of students in special programs
- T-TESS for observing teachers and providing feedback for improvement
- Professional learning opportunities such as Mega-Labs, Coaching cycles, learning walks and learning labs
- Student Clubs to engage students in school: Drama Kids, Girl Scouts, Teach Denton, Running/Track Club, Safety Patrol, Choir, Bobcat Broadcast News
- Master schedule & use of CHAMPS to maximize learning
- MTSS to monitor student growth based on need
- Master schedule that embeds intervention time
- CIS/ACE to support the campus culture in supporting students and community with child care, tutoring program, and parent education while cultivating trusting relationships
- Counselor to support grade-level lessons to teach coping skills for various emotions, challenges, and social interactions. These class lessons provide students with the opportunity to learn how to respectfully interact with each other.
- Ubuntu to support social, emotional, academic, and counseling opportunities within our zone
- PTA & Watch DOGS
- Monthly Safety Drills

School Processes & Programs Strengths

- Bell has robust systems of support for students academically, socially, and emotionally; provides multiple professional learning structures for teachers; and offers rich student engagement opportunities through clubs and partnerships. Strong community programs (CIS, ACE, Ubuntu, PTA, Watch D.O.G.S.) enhance the school culture and ensure that families, staff, and students feel supported.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Bell will strengthen the alignment and effectiveness of school programs and processes by ensuring that academic interventions, special programs, and Tier 1 instruction work cohesively to close achievement gaps in reading, math, and science.
Root Cause: The lack of cohesive alignment and consistent implementation between Tier 1 instruction, intervention programs, professional learning, and family engagement, which reduces the overall effectiveness of school processes in closing gaps.

Perceptions

Perceptions Summary

- Bell ES is perceived as a collaborative, welcoming, and supportive campus where communication is regular and transparent. Parents want to deepen their involvement through volunteer opportunities, while staff and visitors consistently highlight the school's positive culture, strong teamwork, and responsive leadership.

Perceptions Strengths

Strengths – Family and Community Involvement

- Consistent communication systems are in place: weekly updates from teachers, weekly communication from administration, and a monthly newsletter from the principal.
- Families are eager to engage, as parents are actively seeking opportunities to volunteer and support the campus.

Strengths – Culture and Climate

- Welcoming school environment: Visitors and substitutes report that the building "feels good," reflecting a positive first impression of the campus culture.
- Collaborative staff culture: Teachers and staff work together and support one another, stepping in to help when needed.
- Approachable administration: Leadership maintains an open-door policy and is responsive to staff needs.
- Family-oriented leadership: Administration supports staff with immediate personal and professional needs, building trust and loyalty.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While staff and administration are supportive and approachable, not all families are consistently connected to school activities, volunteer opportunities, or decision-making processes.
Root Cause: Mobility and limited family engagement beyond a core group is that communication and engagement strategies, while consistent, are not fully differentiated or proactive to reach all families, particularly those who are new, economically disadvantaged, or from diverse cultural and linguistic backgrounds.

Priority Problem Statements

Problem Statement 1: Bell continues to face significant performance gaps in several critical areas. The most urgent concerns are in Grade 3 math (-25%) and Grade 5 math (-28%), where students are performing well below campus goals. Additionally, Grade 5 science (-29%) shows the largest gap, suggesting that students are not consistently transferring literacy and math skills into applied science learning.

Root Cause 1: Performance gaps across multiple content areas indicate a need for stronger vertical alignment, targeted interventions in foundational numeracy, and deeper integration of science and math instruction to better prepare students for middle school readiness.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Bell will strengthen the alignment and effectiveness of school programs and processes by ensuring that academic interventions, special programs, and Tier 1 instruction work cohesively to close achievement gaps in reading, math, and science.

Root Cause 2: The lack of cohesive alignment and consistent implementation between Tier 1 instruction, intervention programs, professional learning, and family engagement, which reduces the overall effectiveness of school processes in closing gaps.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The number of students not meeting grade-level expectations is increasing. Staff will continue to monitor student progress, as evidenced by the iReady Mastery Checks.

Root Cause 3: Tier 1 instruction that embed academic vocabulary across content and incorporating a co-teach model for our Sped population needs a more intentional focus. At risk, economically disadvantage, specialized services creates instability that impacts continuity of instruction and student achievement.

Problem Statement 3 Areas: Demographics

Problem Statement 4: While staff and administration are supportive and approachable, not all families are consistently connected to school activities, volunteer opportunities, or decision-making processes.

Root Cause 4: Mobility and limited family engagement beyond a core group is that communication and engagement strategies, while consistent, are not fully differentiated or proactive to reach all families, particularly those who are new, economically disadvantaged, or from diverse cultural and linguistic backgrounds.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

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
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By the 2025-2026 testing year, Bell students' Approaches percentage rate on STAAR Reading will meet or exceed the district's established minimum expectation for Tier 4 campuses of 76% for 3rd Grade, 83% for 4th grade, and 78% for 5th grade, with a 10% increase each year.

High Priority

HB3 Compass Point

Evaluation Data Sources: iReady Diagnostics
Student Mastery Checks
Progress Monitoring
Exit Tickets
STAAR Interim
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Bell teachers will use the PLC Framework and a Planning Protocol using co-created criteria, to focus on the four critical questions and continue intentional planning in student learning. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Subs for Campus Mega labs and PLCs - Title I, Part A - $3,910				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Bell teachers will ensure the implementation of the district's written curriculum and utilize the storyboards, field guides, and instructional strategy cards as guides during planning and observation. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement and engagement as evident in walk-throughs and observations ensuring alignment and strong instructional delivery. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Publication: Storyboards, instructional strategy cards - Title I, Part A - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide instructional coaching and intervention support by the Campus Interventionist and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing curriculum and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Tutorials - Title I, Part A - $1,680, Campus Reading Interventionist - State Compensatory Education (SCE) - $26,784, Campus Reading Interventionist - Title I, Part A - $62,351				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By the 2025-2026 testing year, Bell students' Approaches percentage rate on STAAR Math will meet or exceed the district's established minimum expectation for Tier 4 campuses of 68% for 3rd Grade, 67% for 4th grade, and 74% for 5th grade with a 10% increase each year.

High Priority

HB3 Compass Point

Evaluation Data Sources: iReady Diagnostics
Student Mastery Checks
Progress Monitoring
Exit Tickets
STAAR Interim
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Bell teachers will use the PLC Framework and a Planning Protocol using co-created criteria, to focus on the four critical questions and continue intentional planning in student learning. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Provide instructional coaching and intervention support by the Campus Interventionist and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing curriculum and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Campus Math Interventionist - Title I, Part A - $81,650				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Working as a Professional Learning Community, we will average an overall mean of 4.4 on questions 1-3 (know what is expected, have materials/supplies readily available, and can do their job each day) based on the Q12 measurement on the End of Year District Engagement Survey.

Evaluation Data Sources: Q12 Engagement Surveys
Campus Survey
Walkthrough data
Collaborative Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff will have monthly check-ins with admin to discuss what they need to do their best. Admin will utilize this information to support staff with resources or instructional needs. **Strategy's Expected Result/Impact:** Teachers will feel they have the opportunity to do their best which will have a direct impact on student success. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Strategies PD Books - Title I, Part A - $2,983				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Students will have access to various clubs and teams offered during and after school hours. **Strategy's Expected Result/Impact:** With an increase of student engagement and students' sense of belonging will increase with the goal of increasing parent opportunities to be engaged. Parent Involvement: WATCH DOGS Pairing PTA meeting with school events and grade level showcases Monthly coffee events with admin team and counselor Parent Curriculum Night Grandparent Night paired with campus book fair **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies/Books for Parent Involvement - Title I, Part A - $1,804.50, Parent Involvement Snacks - Title I, Part A - $601.50				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By the end of the 2025-2026 school year, Bell Elementary will have a minimum of 100 students receive support through Communities In School with a 10% reduction in behavior incidents for students receiving Tier 2 or Tier 3 supports, as measured by campus behavior road mapping tracker.

Evaluation Data Sources: Case Logs
CIS Data Tracking Sheet
Campus Behavior Mapping Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Intervene on the exact needs of students by providing targeted services that address academic, social-emotional, and mental health barriers. Student needs will be identified and monitored through grade-level MTSS meetings to ensure timely and effective support. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting grade-level standards. Reduction in number of students requiring Tier 3 interventions. Improved attendance rates. Decrease in behavior incidents. Increased parent and family engagement (measured by CIS participation data). Improved student perception data (SEL survey results). **Staff Responsible for Monitoring:** CIS Site Coordinator Campus Counselor Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CIS - Title I, Part A - $25,000				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for Bell Elementary

Total SCE Funds: $15,479.65
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

We will hire a teacher to coach novice teachers on instructional practices, classroom management, and support math and reading intervention.

Personnel for Bell Elementary

Name	Position	FTE
Vacant	3-5 Reading Interventionist	0.5

Title I Personnel

Name	Position	Program	FTE
Fabiola Lebron	CIS Traditional Site Coordinator	CIS (partially funded campus budget and	1
Vacant	Literacy Instructional Coach	Title 1	0.5
Vacant	Math Instructional Coach	Title 1	1

Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Erika Koester	2nd Grade Teacher
Classroom Teacher	Amanda Payne	5th Grade Teacher
CIS	Fabiola Lebron	Community(CIS)
Non-Classroom Professional	Kimber Lucas	Instructional Coach
Parent	Sandi Guin	Parent
Secretary	Abby Smith	Assistant Principal
Classroom Teacher	Sarah Krause	3rd Grade Teacher
Classroom Teacher	Charlene Martin	1st Grade Teacher
Non-classroom Professional	Monette Kane	Counselor
Non-classroom Professional	TBD Vacant	Interventionist
Non-classroom Professional	TBD Vacant	Interventionist
Non-classroom Professional	Rachel Aue	Reading Recovery
Lead	NaTonia LaFreniere	Principal

Campus Funding Summary

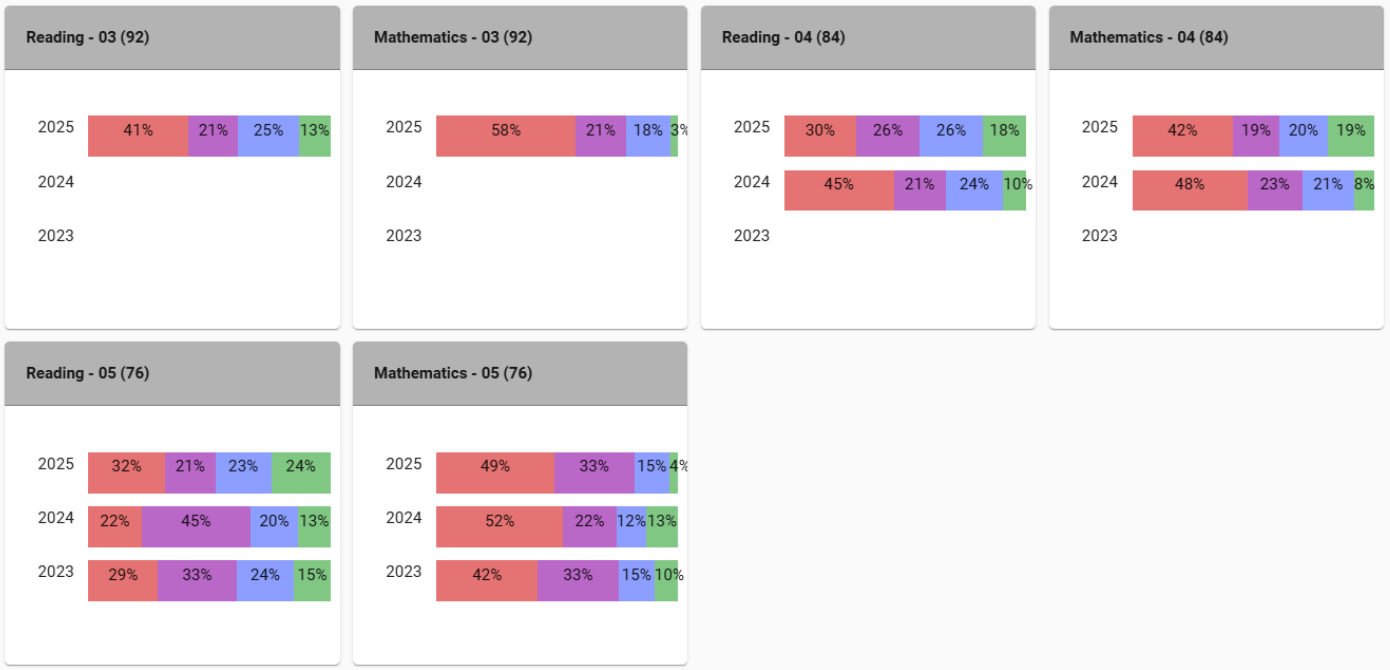
State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Campus Reading Interventionist		$26,784.00
				Sub-Total	$26,784.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for Campus Mega labs and PLCs		$3,910.00
1	1	2	Publication: Storyboards, instructional strategy cards		$1,500.00
1	1	3	Campus Reading Interventionist		$62,351.00
1	1	3	Tutorials		$1,680.00
1	2	2	Campus Math Interventionist		$81,650.00
2	1	1	Strategies PD Books		$2,983.00
2	1	2	Parent Involvement Snacks		$601.50
2	1	2	Supplies/Books for Parent Involvement		$1,804.50
3	1	1	CIS		$25,000.00
				Sub-Total	$181,480.00

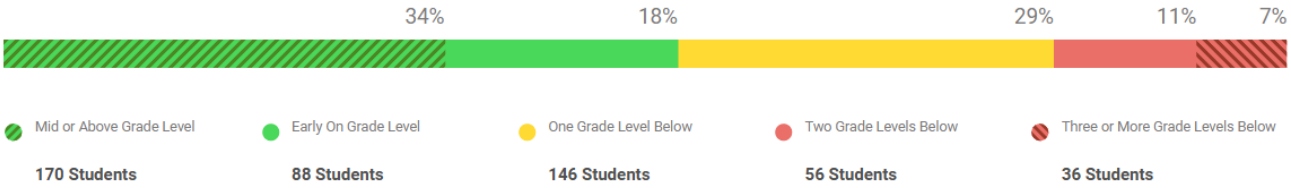
Addendums

By Test

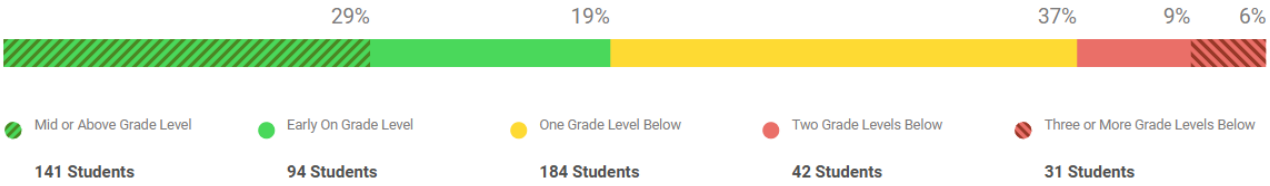
By Cohort

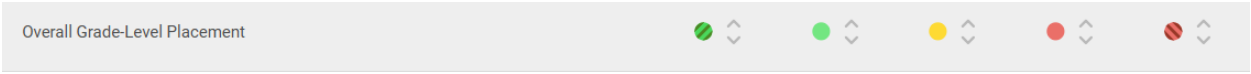


Campus iReady Reading EOY Final Diagnostic 2024-2025



Campus iReady Math EOY Final Diagnostic 2024-2025



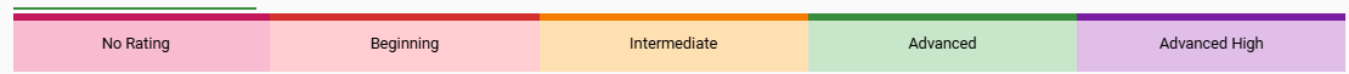


Campus iReady Reading EOY Final Diagnostic grades 2nd-4th

Grade 2		42%	12%	32%	14%	0%
Grade 3		28%	28%	16%	10%	18%
Grade 4		26%	15%	35%	7%	17%

Campus iReady Math EOY Final Diagnostic grades 2nd-4th

Grade 2		30%	18%	40%	12%	0%
Grade 3		24%	15%	37%	12%	12%
Grade 4		34%	20%	20%	12%	13%



TELPAS Data 2025

BELL ELEMENTARY	47	11	19	21	49	17	28	19	36	15	26	30	30	26	21	34	17	13	26	30	30

TELPAS Data 2024

BELL ELEMENTARY	58	7	17	43	33	12	34	31	22	3	45	36	16	14	45	29	12	5	38	45	12

TELPAS Data 2023

BELL ELEMENTARY	37	8	46	30	16	24	32	38	5	8	41	43	8	16	49	32	3	5	49	38	8

Denton Independent School District

Blanton Elementary

2025-2026 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.

Value Statement

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!

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established - 2008

Mascot - Knight

Colors - Blue and White

Motto - Grow, Care, Serve

The overall campus demographics are:

- Enrollment is 443 students in grades PK-5.
- This is a neighborhood school with most students living within walking distance of the campus.
- A Pre-K program was added for the 2020-2021 school year, providing a unique opportunity to help the youngest students become kindergarten-ready. It has been a success with high enrollment. The program has grown to two classrooms for the 2021-22 school year.
- The rate of economically disadvantaged individuals 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.
- Our class sizes range from 18-26 students.
- Our student population of female and male students are close to equal.

Demographics Strengths

- Blanton's student attendance rates for the 2024-2025 school year are higher than the district and state averages. Our campus student chronic absenteeism is significantly lower than the district and state averages for the 2024-2025 school year.
- Blanton has a variety of educational settings to meet the needs of students, including English learners, two dyslexia therapists, reading and math intervention, gifted and talented program, speech program, counseling services, special education, and PABS.
- Blanton provides early childhood intervention through community assessment referrals and walk-in Speech therapy.
- The Blanton Leadership Team meets regularly to analyze data in relation to campus goals, provide feedback on strengths and needs from individual teams, and implement the campus improvement plan.
- Blanton continues to implement Restorative Practices, which leads to increased relationships between students and teachers and a sense of well-being. It has built a community within individual classrooms. This has also helped with our student attendance rates.

- Students at Blanton Elementary have the opportunity to be involved in various clubs, including Student Council, KORT, News Media, Squire Choir, Running Club, and Spirit Club.
- Blanton had students participate in the Special Olympics for Denton ISD.
- Blanton partners with TWU and UNT to grow and lead future qualified educators.
- Blanton partners with our zone's high school (Guyer) Peer Assistance and Leadership students to mentor At-Risk students.
- Blanton partners with our neighbor and zone middle school, Harpool, to promote community and build relationships with 5th-grade students before their transition to middle school. Parent involvement is high at Blanton. Parents are frequently on campus for various PTA events, book fairs, volunteering, Watch Dogs, Career Day, and lunch with students.
- Our PTA is in Good Standing and highly involved in day-to-day operations.
- Blanton partners with a variety of community organizations to support our school motto, "Grow, Serve, Care."

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.
- Our master schedule includes a dedicated intervention time for K-2. This ensures the interventionist can pull students at a time where they will not miss Tier 1 instruction, comply with HB 4545/1416, and also allow time for classroom teachers to provide Tier 2 instruction.

Student Learning Strengths

- Student strengths and intervention needs are discussed with the Professional Learning Teams. The PLTs collaborate and share students to support the intervention needs.
- Teachers meet regularly with small groups as well as individual conferring to support student growth.
- Data indicate that Blanton students learn to develop themselves, as well as the culture and climate of their classrooms. Restorative Practices, Guidance lessons from the Counselor, and the Character Strong/PurposeFull People curriculum are important tools to help our students develop and maintain a healthy well-being.
- Significant improvements in reading and writing are evident due to regular Extended Constructed Response (ECR) practice. Teachers and students deeply analyzed previous ECR scores, driving targeted instructional adjustments and student self-awareness of strengths and growth areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While targeted supports and consistent practices have led to improvements, data from STAAR assessments and teacher feedback indicate persistent gaps, particularly in math proficiency.
Root Cause: These gaps underscore the continued need for systematic, early interventions and a cohesive curriculum framework. We have continued variability in instructional approaches across classrooms and grade levels, particularly in math, which impacts students' ability to build cohesive conceptual understandings year-over-year.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

- A master schedule is developed and monitored throughout the year with the 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 and vertically 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 will review and revisit Assessment for Learning strategies, Restorative Practices, and Character Strong.
- Blanton has two sections of Pre-K Academy to support Pre-K students as they transition into Kindergarten.
- We were able to continue school programs such as fine arts night, daddy-daughter dance, parents at fun run, mother-son laser tag, etc.

Technology

- Students are 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 I-Ready, Math STEMscopes, Science HMH, and Flight Fluency

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 PD is based on the needs of teachers and is provided as just-in-time training.

Staff Quality, Recruitment, and Organization

- Blanton Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority. Blanton has had very little turnover the past 2 years.
- The use of mentors (on campus and district), professional development, and teacher placement based on strengths assists 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 often used to adapt curriculum and meet the needs of each child.
- Assessment for Learning strategies provide clear learning targets, student self-assessment, and goal-setting.
- The use of the Workshop model in all subjects allows for small group instruction/reteaching/enrichment, differentiated instruction, provides student choice, and collaboration.
- MTSS team meets to provide support to at-risk learners.
- Intentional intervention time targets students' academic needs.

Technology

- Technology access is 1:1 for all students.
- Higher engagement rate due to the 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 can be implemented smoothly.
- DISD Curriculum support for staff, including mentoring new teachers, lab-based professional development, and feedback.
- The principal has 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 and Guiding Coalition meet regularly to discuss strengths and needs.

Staff Quality, Recruitment, and Retention

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): This year we have had increased behavior issues and office referrals than previous years.
Root Cause: We have a Tier I program to support behavior, but we do not have anything in place for Tier II or III.

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, enabling parents 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 their appreciation of the teachers.
- Career day would not be a success without the engagement of businesses to share their experiences and career pathways.

School Culture and Climate

- Trust has been established between leadership and staff through PLTs, 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, with parent permission. The counselor regularly engages students in guidance lessons and provides individual and group counseling.
- The counselor and nurse also provide access to resources for families with physical needs, such as glasses and immunizations, and mental health needs, such as counseling and parenting resources, with parental permission.
- Based on need, Blanton provides snacks (nutritional needs) and other resources to help families.
- The PALs program is a peer mentor group from Guyer and is a valuable resource in meeting the 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 with whom they will also be partnered 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 (Character Strong tickets, 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, the Guiding Coalition works in conjunction with the Campus Leadership Team to develop and execute the mission and vision of the campus.
- 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 (Prioritized): Overall, we have noticed an increase in student behavior and inconsistency in addressing student behavior campus wide.
Root Cause: The root cause for this is that our campus does not have a consistent plan to teach and respond to student behaviors.

Priority Problem Statements

Problem Statement 1: While targeted supports and consistent practices have led to improvements, data from STAAR assessments and teacher feedback indicate persistent gaps, particularly in math proficiency.

Root Cause 1: These gaps underscore the continued need for systematic, early interventions and a cohesive curriculum framework. We have continued variability in instructional approaches across classrooms and grade levels, particularly in math, which impacts students' ability to build cohesive conceptual understandings year-over-year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: This year we have had increased behavior issues and office referrals than previous years.

Root Cause 2: We have a Tier I program to support behavior, but we do not have anything in place for Tier II or III.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Overall, we have noticed an increase in student behavior and inconsistency in addressing student behavior campus wide.

Root Cause 3: The root cause for this is that our campus does not have a consistent plan to teach and respond to student behaviors.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Student failure and/or retention rates
- 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
- Other PreK - 2nd grade 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

- Economically disadvantaged / Non-economically disadvantaged performance 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
- 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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By May 2026, Blanton Elementary School will improve the typical growth in reading on IReady for K-5 by at least five percentage points.

HB3 Compass Point

Evaluation Data Sources: Individual Reading Inventory - IRI
Developmental Reading Assessment - DRA
TXKEA
I-Ready Assessments
Unit of Study Reading Assessments
Campus Developed Common Formative Assessments
I-Ready Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers. **Strategy's Expected Result/Impact:** Students are expected to show typical growth measures in reading according to Iready. **Staff Responsible for Monitoring:** CLT representatives and Reading Specialist **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students are expected to be on-level for reading at the end of year according to Iready, IRI, and DRA assessments. **Staff Responsible for Monitoring:** CLT representatives, Administration, and Reading Specialist **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide continued professional development that supports best practice instructional strategies for reading, to include identifying essential standards and supporting new staff. **Strategy's Expected Result/Impact:** By May 2026, all students will achieve at least a year's worth of growth in reading based on DRA, IRI, Report Card Assessments, and observation reports. **Staff Responsible for Monitoring:** Teachers, Administrators, Campus Leadership Team **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By May 2026, Blanton Elementary School will increase the typical growth in math on IReady for K-5 with a minimum of five percentage points.

HB3 Compass Point

Evaluation Data Sources: I-Ready Benchmark
Primary Numeracy
Campus Developed Common Formative Assessments
I-Ready Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students are expected to be on-level in math at the end of the year according to Iready, PNA, and Mastery Checks. **Staff Responsible for Monitoring:** Math Interventionist, CLT representatives, Administration **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000, Math Interventionist - State Compensatory Education (SCE) - $75,900				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for students performing below level. **Strategy's Expected Result/Impact:** Students are expected to be on-level in math at the end of the year according to Iready, PNA, and Mastery Checks. **Staff Responsible for Monitoring:** Math Interventionist, CLT representatives **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The campus will utilize the Math Interventionist to support growth in math. **Strategy's Expected Result/Impact:** Students are expected to be on-level in math at the end of the year according to Iready, PNA, and Mastery Checks. **Staff Responsible for Monitoring:** Math Interventionist, CLT representatives **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** 1/2 Time Math Interventionist - State Compensatory Education (SCE) - $30,000				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: Blanton Elementary will increase students' approaches % rates by at least 1% in 3rd-grade math STAAR in order to meet or exceed the district's established minimum expectation for Tier 1 campuses of 88%.

HB3 Compass Point

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers, specialists, and administrators will ensure the implementation of the district's written curriculum. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The campus will hold structured grade-level data meetings to analyze the results, identify gaps, and plan targeted instruction. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, Blanton Elementary School will focus on ensuring:
90% of Pre-K students can name 20 or more alphabet letters.
75% of Pre-K students can produce 20 or more letter sounds.
75% of Pre-K students can blend sounds to make words.

Evaluation Data Sources: CIRCLE Progress Monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students are expected to grow in the demonstration of RLA curriculum by the EOY. **Staff Responsible for Monitoring:** Teachers, CLT representatives, Administration **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: Blanton Elementary students' approaches % rates will increase by at least 4% on 4th grade math STAAR in order to meet or exceed the district's established minimum expectation for Tier 1 campuses of 87%

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers, specialists, and administrators will ensure the implementation of district's written curriculum. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The campus will hold structured grade-level data meetings to analyze the results, identify gaps, and plan targeted instruction. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: Blanton Elementary students' approaches % rates will increase by at least 3% on 5th grade math STAAR and meet or exceed the district's established minimum expectation for Tier 1 campuses of 93%

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers, specialists, and administrators will ensure the implementation of district's written curriculum. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The campus will hold structured grade-level data meetings to analyze the results, identify gaps, and plan targeted instruction. **Strategy's Expected Result/Impact:** Students will be on-level for math by the end of the year, according to Iready and STAAR. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 7: Blanton Elementary students approaches % rate on reading STAAR will meet or exceed the district's established minimum expectation for Tier I campuses of 92% on 3rd grade, 95% on 4th grade, and 94% on 5th grade.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students will be on-level for reading by the end of the year according to STAAR, Iready, and IRI. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers, specialists, and administrators will ensure the implementation of district's written curriculum. **Strategy's Expected Result/Impact:** Students will be on-level for reading by the end of the year according to STAAR, Iready, and IRI. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The campus will hold structured grade-level data meetings to analyze the results, identify gaps, and plan targeted instruction. **Strategy's Expected Result/Impact:** Students will be on-level for reading by the end of the year according to STAAR, Iready, and IRI. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 8: Blanton Elementary students approaches % rate on science STAAR will meet or exceed the district's established minimum expectation for Tier I campuses of 82%

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning. **Strategy's Expected Result/Impact:** Students will be on-level for science by the end of the year, according to STAAR and Mastery Checks. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Additional Supplemental Substitutes - LEF Grant Funds - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers, specialists, and administrators will ensure the implementation of the district's written curriculum. **Strategy's Expected Result/Impact:** Students will be on-level for science by the end of the year, according to STAAR and Mastery Checks. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The campus will hold structured grade-level data meetings to analyze the results, identify gaps, and plan targeted instruction. **Strategy's Expected Result/Impact:** Students will be on-level for science by the end of the year, according to STAAR and Mastery Checks. **Staff Responsible for Monitoring:** Classroom Teacher, CLT representatives, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 9: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 10: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, Blanton Elementary will implement at least three evidence-based strategies to support a healthy climate and culture for staff and students, as measured by a decrease in behavior referrals.

Evaluation Data Sources: Teacher Input, Formative Feedback, Parent Responses, Gallup Q12

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care activities, Staff Celebrations **Strategy's Expected Result/Impact:** Maintain and/or increase engagement **Staff Responsible for Monitoring:** Administrators, Campus Social Committee, and Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Blanton students will be provided with monthly guidance lessons on the Essential 8. **Strategy's Expected Result/Impact:** Student increase their understanding of the Essential 8 and how it impacts their interactions with others. **Staff Responsible for Monitoring:** Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: We will increase student engagement in school extracurricular and co-curricular activities. **Strategy's Expected Result/Impact:** Increase students' sense of belonging through lunch-bunch, KORT, News media, PALs, Peer Welcoming Committee, Student Council, etc. **Staff Responsible for Monitoring:** Counselor, Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Blanton students will be provided daily lessons through the Character Strong/PurposeFull People Curriculum. **Strategy's Expected Result/Impact:** Students will grow in their understanding of character skills through explicit, daily instruction and parent engagement. **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: The Blanton Elementary Behavior Committee will develop campus-wide expectations and a behavior matrix during the 2025-2026 school year. **Strategy's Expected Result/Impact:** Students will have clear expectations throughout the campus, and teachers will be aligned in their approaches. **Staff Responsible for Monitoring:** Behavior Committee and Administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Subs for Planning Meetins - LEF Grant Funds - $2,000				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for Blanton Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Blanton Elementary

Name	Position	FTE
Christopher Ryal	Reading and Math Interventionist	1

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Amy Marks	Teacher
Classroom Teacher	Autumn Davis	Teacher
Classroom Teacher	Kathryn Jones	Teacher
Business Representative	Colleen Kent	Business
Community Representative	Katie Messerle	Community Member
Parent	Cortney Exby	Parent
District-level Professional	Heather Eby	Elementary Science Coordinator
Paraprofessional	Sara Bell	Secretary
Classroom Teacher	Chris Ryal	Interventionist
Non-classroom Professional	Stacey Gow	Counselor
Classroom Teacher	Marissa Russell	Teacher
Classroom Teacher	Kari Hawkins	Teacher
Classroom Teacher	Melissa Hooton	Teacher
Classroom Teacher	Becky Jones	Teacher
Classroom Teacher	Melissa Argo	Teacher
Classroom Teacher	Melissa McDonald	Teacher
Administrator	Mandy Nabors	Assistant Principal
Administrator	Morgann Hawkins	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Math Interventionist		$75,900.00
1	2	3	1/2 Time Math Interventionist		$30,000.00
				Sub-Total	$105,900.00

LEF Grant Funds					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Additional Supplemental Substitutes		$2,000.00
1	2	1	Additional Supplemental Substitutes		$2,000.00
1	3	1	Additional Supplemental Substitutes		$2,000.00
1	4	1	Additional Supplemental Substitutes		$2,000.00
1	5	1	Additional Supplemental Substitutes		$2,000.00
1	6	1	Additional Supplemental Substitutes		$2,000.00
1	7	1	Additional Supplemental Substitutes		$2,000.00
1	8	1	Additional Supplemental Substitutes		$2,000.00
2	1	5	Subs for Planning Meetins		$2,000.00
				Sub-Total	$18,000.00

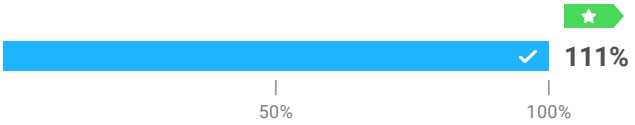
Addendums

Diagnostic Growth

School Group	GUYER ZONE
School	BLANTON ELEMENTARY SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

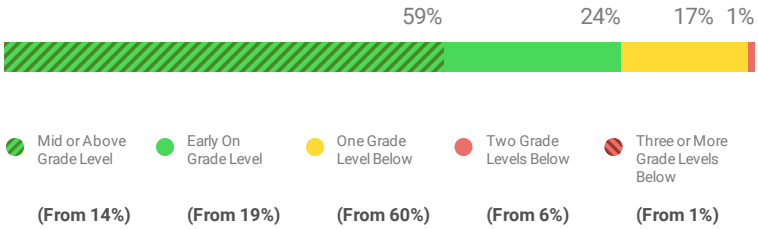
Students Assessed/Total: **430/432**

Progress to Annual Typical Growth (Median)



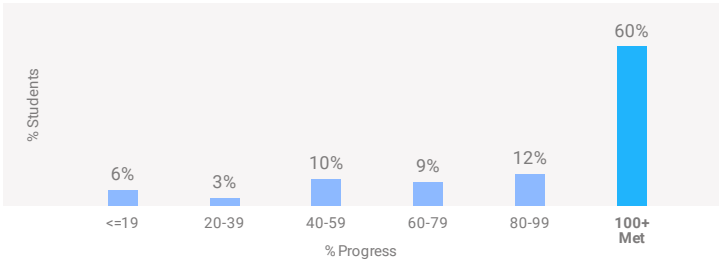
The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



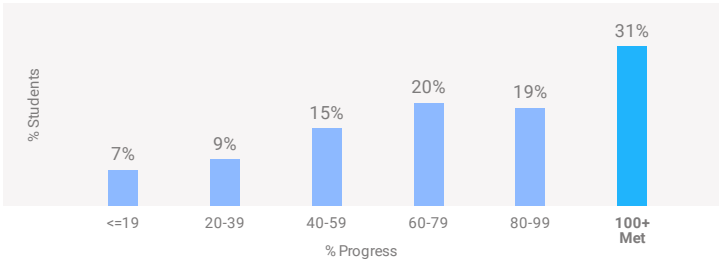
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	91%	43%	69%	22%	73%	60/60
Grade 1	105%	58%	81%	35%	80%	66/66
Grade 2	123%	70%	89%	34%	78%	67/67
Grade 3	108%	58%	80%	28%	79%	76/77
Grade 4	107%	57%	73%	28%	75%	76/77

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Diagnostic Growth

School Group	GUYER ZONE
School	BLANTON ELEMENTARY SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	133%	72%	81%	36%	84%	85/85

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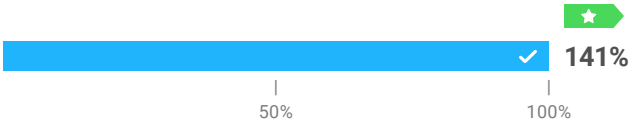
Diagnostic Growth

School Group	GUYER ZONE
School	BLANTON ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

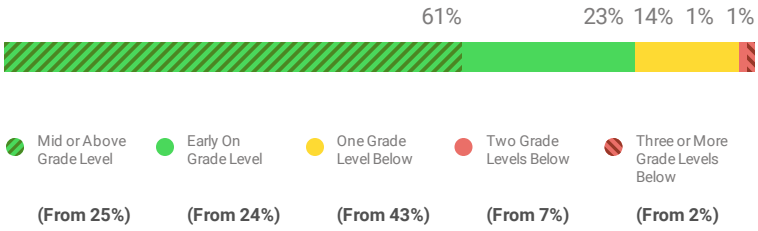
Students Assessed/Total: **430/432**

Progress to Annual Typical Growth (Median)



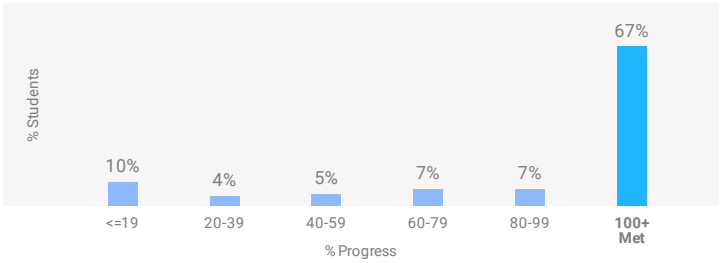
The median percent progress towards Typical Growth for this school is 141%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



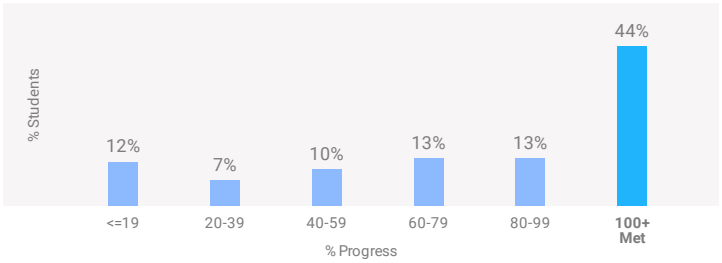
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	126%	63%	90%	45%	88%	60/60
Grade 1	87%	42%	68%	23%	74%	66/66
Grade 2	146%	81%	104%	55%	87%	67/67
Grade 3	159%	72%	100%	51%	70%	76/77
Grade 4	135%	58%	78%	39%	58%	76/77

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Diagnostic Growth

School Group	GUYER ZONE
School	BLANTON ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	215%	81%	98%	49%	79%	85/85

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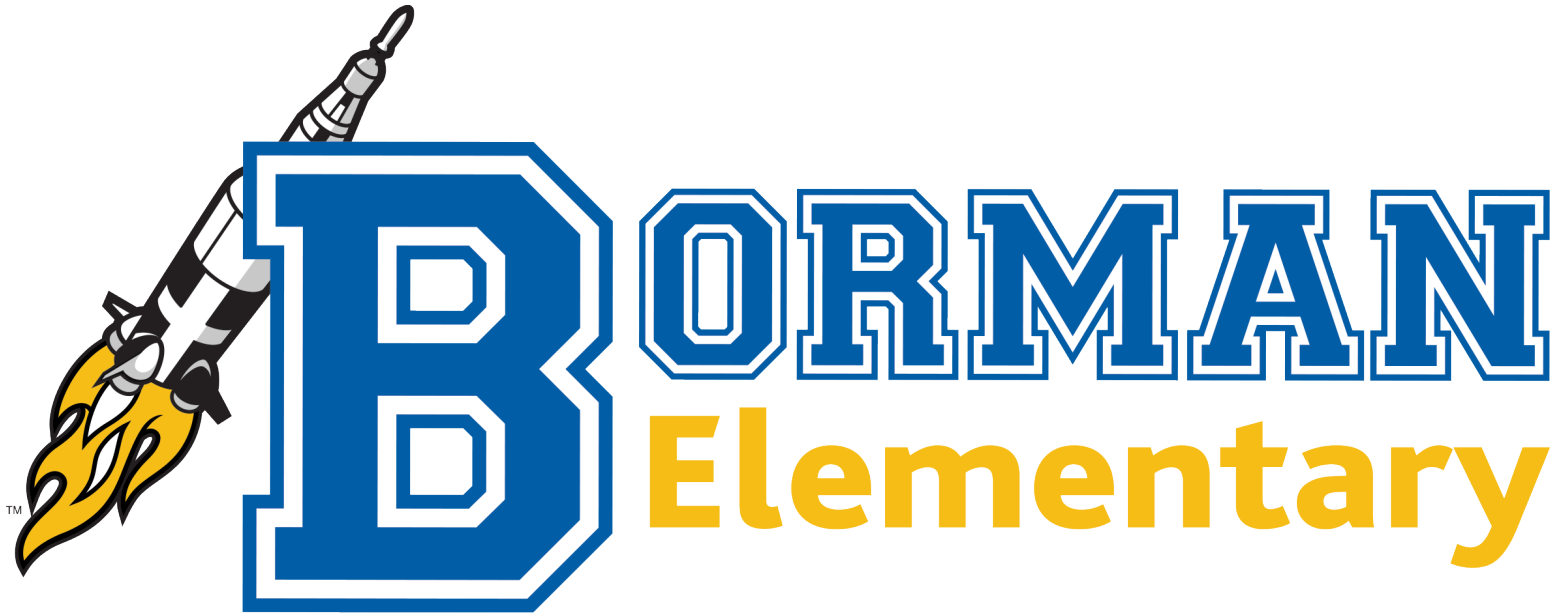
Denton Independent School District

Borman Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Borman Elementary School provides a safe environment by cultivating equity that connects and honors our diverse learning community.

Vision

At Borman Elementary, we strive to create an inclusive, supportive, and inspiring learning community where every student is empowered to reach their fullest potential. Through a commitment to academic excellence, social-emotional growth, and global citizenship, we foster a nurturing environment that celebrates diversity, encourages curiosity, and equips students with the skills to succeed in a rapidly changing world. Together, with our families and community, we aim to build a foundation of lifelong learning and leadership for all students.

Value Statement

Through a commitment to academic excellence, social-emotional growth, and global citizenship, we foster a nurturing environment that celebrates diversity, encourages curiosity, and equips students with the skills to succeed in a rapidly changing world. Together, with our families and community, we aim to build a foundation of lifelong learning and leadership for all students.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Borman Elementary Needs Assessment Overview

Borman Elementary, an International Baccalaureate (IB) World School, has a strong commitment to fostering academic excellence, inclusivity, and community engagement. The school's **Comprehensive Needs Assessment** evaluates key areas such as demographics, student learning, school processes, and perceptions. Below is an overview based on the school's data and feedback from various stakeholders:

Demographics

Borman Elementary serves a **diverse student population**, with the majority of students being Hispanic (44%), followed by Black and White students. Around 43% of students receive **Bilingual or ESL services**, highlighting the school's emphasis on language acquisition. Over 82% of students are economically disadvantaged, qualifying for **free or reduced-price lunch**, which underscores the importance of targeted interventions and support for these students.

- **Strengths**: Strong support for bilingual and emergent bilingual students, diverse and inclusive student body, committed to addressing the needs of economically disadvantaged students.
- **Challenges**: High mobility and chronic absenteeism, particularly among economically disadvantaged and homeless students, which impacts academic achievement.

Student Learning

Borman has made significant strides in **reading achievement**, with many students meeting or exceeding state standards. However, **math performance** remains a concern, particularly among special education and economically disadvantaged students. The school uses a variety of assessment tools, including **STAAR, local benchmarks,** and **formative assessments**, to track progress and guide instruction.

- **Strengths**: Strong performance in reading, effective support for bilingual students, and data-driven instruction to monitor student growth.
- **Challenges**: Gaps in math proficiency, particularly for minority and special education students. Limited growth in advanced math mastery and higher-level problem-solving skills.

School Processes & Programs

Borman offers a comprehensive range of programs, including the **International Baccalaureate (IB) framework**, which promotes inquiry-based learning and global awareness. The school provides strong **professional development** for teachers, with a focus on collaboration through **Professional Learning Communities (PLCs)**. **Support services** for students, such as special education and Response to Intervention (RtI), are key components of the school's processes.

- **Strengths**: The IB program fosters critical thinking and leadership, strong teacher development programs (e.g., Marigold Mentor Program), data-driven instructional practices.

- **Challenges**: Inconsistent implementation technology integration, time constraints limiting collaborative planning for targeted interventions.

Perceptions

Borman has cultivated a **positive school culture** that values inclusivity, respect, and community engagement. The school is well-regarded for its **strong communication** with families, including bilingual services. **Parent and community involvement** is a priority, with active participation in school events and the Parent-Teacher Association (PTA). However, engagement from economically disadvantaged and non-English-speaking families remains a challenge.

- **Strengths**: Inclusive and welcoming school climate, strong community partnerships, effective communication channels.
- **Challenges**: Limited engagement from certain family subgroups, particularly economically disadvantaged and non-English-speaking families.

Key Areas for Improvement

1. **Math Instruction**: Focus on improving foundational math skills and providing targeted interventions for struggling students, particularly in minority and special education subgroups.
2. **Attendance and Mobility**: Address chronic absenteeism and the impact of high student mobility, which are barriers to consistent academic progress.
3. **Parent Engagement**: Strengthen outreach and flexible engagement opportunities for economically disadvantaged and non-English-speaking families to increase participation in school activities and decision-making.
4. **Technology Integration**: Provide ongoing training for teachers to improve the consistent use of technology in instruction and student engagement.

Conclusion

Borman Elementary has many strengths, including a robust IB curriculum, a diverse student body, and strong community involvement. However, the school must continue to focus on improving math outcomes, addressing attendance issues, and increasing parent engagement from underrepresented families. Through ongoing data analysis and collaboration, Borman Elementary is well-positioned to address these challenges and continue fostering student success.

Demographics

Demographics Summary

Borman Elementary, established in 1970 and located in a close-knit Denton ISD community, is a proud International Baccalaureate (IB) World School and Title I campus. The school serves 407 students and embraces a culturally and linguistically diverse population. The student body is 69% Hispanic, 10% Black, 16% White, Asian 4% with the remainder representing other ethnic backgrounds. Approximately 54% of students receive Bilingual or ESL services, and all students participate in Spanish instruction through the IB World Language program.

Over 70% of students qualify for free or reduced-price lunch, highlighting significant economic need. Student mobility rate average is 21% in the last 9 years.

- Borman tracks student behavior through the orange dot system, recording 201 discipline incidents as of April 2025. The majority of these incidents involve students in grades 3 and 5. Hispanic and Black students continued to be more frequently represented in discipline referrals, which the school is addressing through targeted interventions.

Special Programs and Enrollment:

- **Special Education**: Borman serves students in special education programs, along with those identified as at-risk, English learners, and emergent bilinguals.
- **Gifted and Talented**: Borman also supports students in the gifted and talented program. These special programs align with the school's IB curriculum, which emphasizes inquiry-based learning and global awareness.
- **Advanced Courses and CCMR**: While Borman focuses primarily on elementary education, it offers enrichment opportunities that prepare students for future college, career, and military readiness (CCMR) pathways. These programs include leadership development and projects that foster critical thinking, such as the IB Passion Project.

Teacher Recruitment, Retention, and Experience:

Borman Elementary prioritizes staff retention through the **Marigold Mentor Program**, which supports new and developing teachers with mentorship and professional development. The school actively recruits experienced educators who align with the IB mission and values. Ongoing professional learning is embedded in campus culture to ensure instructional quality and continuous growth.

Teacher-Student Ratios:

- Class sizes and student-to-teacher ratios vary by grade level.
- Borman prioritizes maintaining ratios that support differentiated, student-centered instruction.
- Smaller class sizes enable teachers to address the diverse linguistic and academic needs of learners.
- Balanced ratios reinforce the IB mission by fostering inclusive, supportive learning environments where all students can thrive as global learners.

Paraprofessional Qualifications:

- Paraprofessionals at Borman Elementary are essential to the success of the school's instructional and support programs, particularly in special education and bilingual education. All paraprofessionals meet required qualifications and are trained to support diverse learners in alignment with the school's commitment to inclusion and student-

centered learning. Their work contributes directly to Borman's mission of fostering a supportive, culturally responsive environment where every student can grow and succeed.

Demographics Strengths

- **Culturally Diverse Student Body:**
  Reflects a rich mix of racial, ethnic, and cultural backgrounds (69% Hispanic, 10% Black, 16% White, and 4% Asian), promoting international-mindedness and open-mindedness in line with the IB Learner Profile.
- **Robust Bilingual and ESL Programs:**
  Serves 43% of students through Bilingual/ESL support; all students engage in Spanish language instruction to foster multilingualism and intercultural understanding.
- **Title I Support and Equity Focus:**
  Over 82% of students qualify for free/reduced lunch; targeted interventions promote equitable access and support academic growth for all learners.
- **Strong Community Engagement:**
  Deep ties with local businesses, universities, and multi-generational families build a sense of belonging and shared responsibility.
- **Inclusive Educational Programs:**
  Comprehensive services—including Special Education, Gifted and Talented, and at-risk supports—ensure differentiated, learner-centered instruction for diverse needs.
- **Diverse and Culturally Responsive Staff:**
  Staff demographics reflect the student population, fostering representation and culturally responsive teaching practices.
- **Student Leadership and Agency:**
  Emphasis on student voice, choice, and leadership development aligns with IB principles, empowering all learners to contribute meaningfully to their community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Borman Elementary experiences high levels of student mobility and chronic absenteeism, particularly among economically disadvantaged and homeless students, which negatively impacts student academic performance and overall school stability.
Root Cause: The underlying causes of high mobility and absenteeism are tied to economic instability, housing insecurity, and lack of reliable transportation. These factors disproportionately affect students from low-income and transient backgrounds, limiting their ability to maintain consistent school attendance and engagement.

Student Learning

Student Learning Summary

Student Learning Summary for Borman Elementary

How Are Our Students Doing?

Borman Elementary remains steadfast in its commitment to academic excellence and student success. The school employs a comprehensive system of assessments to monitor and support student learning, including state-mandated assessments (STAAR), district benchmarks, and ongoing formative assessments. These tools provide valuable insights into student progress and inform instructional practices to meet the diverse needs of all learners.

Currently, Borman students are demonstrating growth in key academic areas, with continued efforts focused on closing achievement gaps and accelerating learning for all. Teachers and campus leaders regularly analyze data to identify trends, adjust instruction, and implement targeted interventions. This data-driven approach ensures that every student is supported on their path to academic success.

Student Achievement on State Assessments (STAAR):

Overall results

- Reading STAAR results 71% approaches or above
- Math STAAR results 58% approaches or above

English Language Assessments:

- TELPAS 31%

Special Education:

- Borman serves students in **Special Education** who require individualized instruction and support. Special Education students have shown varied performance, with some demonstrating growth on assessments, while others continue to struggle with meeting grade-level standards.

Advanced Courses and College, Career, and Military Readiness (CCMR):

- While Borman Elementary does not offer advanced courses or dual enrollment opportunities due to its elementary school setting, the foundation for College, Career, and Military Readiness (CCMR) begins here. Through the International Baccalaureate (IB) framework, students engage in inquiry-based learning experiences that promote critical thinking, creativity, collaboration, and problem-solving—key skills essential for future academic and career success.

  Borman provides students with early leadership opportunities, enrichment programs, and a culture of academic rigor that fosters a growth mindset. These efforts are intentionally designed to cultivate future-ready learners who are well-prepared to succeed in advanced coursework and post-secondary pathways as they progress through their educational journey.

Student Learning Strengths

Borman Elementary's Strengths in Student Learning

- Students have made progress in both RLA and Math, however there is still room for improvement in these areas. See addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As evidenced by iReady EOY math data, 58% of kinder, 44% of 1st grade, 39% of 2nd grade, 41% of 3rd grade, 41% of 4th grade, and 55% of 5th grade did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.
Root Cause: Students need to develop deep conceptual understanding of essential standards.

Problem Statement 2 (Prioritized): As evidenced by iReady EOY reading data, 60% of kinder, 50% of 1st grade, 51% of 2nd grade, 34% of 3rd grade, 37% of 4th grade, and 44% of 5th grade, did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.
Root Cause: Students need to develop strong phonological awareness and comprehension skills.

School Processes & Programs

School Processes & Programs Summary

- **Bilingual Program**
- **Reading Interventionist**
- **Math Interventionist**
- **Bilingual Interventionist**
- **Dyslexia Therapist**
- **IB Coordinator**

School Processes & Programs Strengths

Borman Elementary's Strengths in School Processes & Programs

- International Baccalaureate (IB) Program
- Cohesive, collaborative staff
- Diversity with programs
- Highly qualified teaching staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Current intervention plans lack responsiveness and differentiation, highlighting the need for more intentional, inclusive strategies to support the academic, cultural, and linguistic needs of all students.
Root Cause: One-size-fits-all intervention models - Existing intervention plans may not be differentiated enough to address the academic, linguistic, cultural, or social-emotional needs of diverse learners.

Perceptions

Perceptions Summary

- We strive to meet the varying needs of students
- We promote a positive climate of community
- We believe that all students can learn
- Staff is wiling to learn and lead new learning

Family and Community Involvement

- Communication is sent from teachers at least weekly, the principal communicates through a campus newsletter weekly, and a monthly newsletter is sent to the community with updated reminders as necessary throughout the month,
- Parents are eager to volunteer and support the campus and the staff

Culture and Climate

- Staff works collaboratively
- When entering the building, there is a "belonging" feel -many visitors and substitutes have expressed this feeling
- Administration is available and visible for teachers and staff with open door policy
- There is a safe and supportive environment

Perceptions Strengths

Borman Elementary fosters a strong, inclusive community through active family and community engagement, including events, partnerships like “Borman Loves Local,” and a committed PTA. The school promotes a welcoming culture rooted in the IB program, emphasizing global awareness and student leadership. Communication is clear and bilingual, ensuring all families stay informed. Leadership is collaborative, encouraging input from staff and parents. Teachers are supported through mentoring and professional development, while students are empowered through leadership opportunities. A robust volunteer network, including senior mentors, further enhances the school’s strong community ties.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Borman Elementary faces challenges in increasing parent engagement from economically disadvantaged and non-English-speaking families, leading to lower participation in school activities and decision-making processes.
Root Cause: Economic barriers, language differences, and work schedules make it difficult for some families to participate fully in school events and parent-teacher meetings. Additionally, while translation services are available, there may be insufficient outreach or flexible options to accommodate the diverse needs of these families.

Priority Problem Statements

Problem Statement 1: As evidenced by iReady EOY reading data, 60% of kinder, 50% of 1st grade, 51% of 2nd grade, 34% of 3rd grade, 37% of 4th grade, and 44% of 5th grade, did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.

Root Cause 1: Students need to develop strong phonological awareness and comprehension skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Borman Elementary faces challenges in increasing parent engagement from economically disadvantaged and non-English-speaking families, leading to lower participation in school activities and decision-making processes.

Root Cause 2: Economic barriers, language differences, and work schedules make it difficult for some families to participate fully in school events and parent-teacher meetings. Additionally, while translation services are available, there may be insufficient outreach or flexible options to accommodate the diverse needs of these families.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Current intervention plans lack responsiveness and differentiation, highlighting the need for more intentional, inclusive strategies to support the academic, cultural, and linguistic needs of all students.

Root Cause 3: One-size-fits-all intervention models - Existing intervention plans may not be differentiated enough to address the academic, linguistic, cultural, or social-emotional needs of diverse learners.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Borman Elementary experiences high levels of student mobility and chronic absenteeism, particularly among economically disadvantaged and homeless students, which negatively impacts student academic performance and overall school stability.

Root Cause 4: The underlying causes of high mobility and absenteeism are tied to economic instability, housing insecurity, and lack of reliable transportation. These factors disproportionately affect students from low-income and transient backgrounds, limiting their ability to maintain consistent school attendance and engagement.

Problem Statement 4 Areas: Demographics

Problem Statement 5: As evidenced by iReady EOY math data, 58% of kinder, 44% of 1st grade, 39% of 2nd grade, 41% of 3rd grade, 41% of 4th grade, and 55% of 5th grade did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.

Root Cause 5: Students need to develop deep conceptual understanding of essential standards.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence in Student Outcomes

Performance Objective 1: Borman's students' approaches rate on ELAR STAAR will meet or exceed the district's established minimum expectation for Priority Campus. Individual student progress grades 3-5 will meet or exceed the set percentages.
3rd grade 70%
4th Grade 78 %
5th Grade 75%

High Priority

HB3 Compass Point

Evaluation Data Sources: Interims
iReady
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers is 3rd-5th grades will provide intentional PLTs and small group intervention for all below grade level readers as evidenced by PLT agendas and campus data monitoring tools. **Strategy's Expected Result/Impact:** Students being able to verbalize or read and comprehend what is occurring in a text; students receiving applicable, timely feedback. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - Title I, Part A - $73,912.80, Substitutes - Title I, Part A - $4,931, Behavior Specialist - Title I, Part A - $45,882, Behavior Specialist - Title I, Part A - $39,692.40				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will provide explicit instruction in vocabulary and ensure the language needs of our EB students are met through language objectives. This will be evidenced by agendas, professional development, the monitoring of small group protocol small group lessons, walkthroughs, and campus monitoring tools. **Strategy's Expected Result/Impact:** Intentional vocabulary/language planning and data-driven instruction **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Support Staff, Special Education Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Substitutes to provide teachers with substitutes to obtain specialized vocabulary PD - Title I, Part A - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: 100% of eligible HB1416 students, unless opted out by the parent or legal guardian, will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2026. This will be evidenced by tracking sheets in Edugence. **Strategy's Expected Result/Impact:** Students will be identified as approaches and/or meets grade level standards on STAAR assessments. **Staff Responsible for Monitoring:** Interventionists; Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Reading Interventionist - Title I, Part A - $80,290.80				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 2: Borman's students' approaches rate on Math STAAR will meet or exceed the district's established minimum expectation for Priority Campus. Individual student progress grades 3-5 will meet or exceed the set percentages.
3rd Grade 70%
4th Grade 60%
5th Grade 62 %

High Priority

HB3 Compass Point

Evaluation Data Sources: Interims
iReady
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers in 3rd-5th grades will provide intentional PLTs and small group intervention for all below grade level students as evidenced by PLT agendas, intervention tracking sheets, lesson plans, and campus data monitoring tools. **Strategy's Expected Result/Impact:** Students will have strong fact fluency, numeracy skills, and a conceptual understanding of mathematical concepts. Students will know and learn essential math standards. **Staff Responsible for Monitoring:** Teachers; Interventionists; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will provide explicit instruction in vocabulary to ensure the language needs of our EB students are met. This will be evidenced by planning agendas, walkthroughs, and campus monitoring tools. **Strategy's Expected Result/Impact:** Students will increase performance on math essential standards. **Staff Responsible for Monitoring:** Teachers; Interventionists: Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: 100% of eligible HB 1416 students, unless opted out by the parent or legal guardian, will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2026. This will be evidenced by tracking sheets. **Strategy's Expected Result/Impact:** Students will be identified as approaches and/or meets grade level standards on STAAR assessments. **Staff Responsible for Monitoring:** Interventionists: Admin **Funding Sources:** Math Interventionist - Title I, Part A - $38,377.20, Math Interventionist - State Compensatory Education (SCE) - $38,377.20				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 3: By the end of the 25-26 school year, 85% of Pre-K students will be able to name 20 0r more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words, are evidenced by CLI engage.

High Priority

HB3 Compass Point

Evaluation Data Sources: CLI Engage Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Small group intervention on letter ID, sounds, and blends will be implemented. **Strategy's Expected Result/Impact:** Intervention will increase the percentage of students who can identify letters and produce and blend sounds. **Staff Responsible for Monitoring:** Teachers; Admin				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence in Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By the end of 25-26 school year, staff will be more engaged in their work and have the opportunity to do their best as evidenced by the Gallup Q12 Employee Engagement percentage increasing from 3.2 to 3.5

High Priority

HB3 Compass Point

Evaluation Data Sources: Gallup Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff will have at least one check-in every 6-9 weeks to discuss what they need to do their best. Admin will utilize this information to support staff with resources or instructional needs. **Strategy's Expected Result/Impact:** Teachers who feel like they have the opportunity to do their best will directly impact student instruction more at ease. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By the end of the 25-26 school year, the number of students who are being provided support through CIS will be 100 students, at minimum. This will be evidenced by CIS case load data.

High Priority

HB3 Compass Point

Evaluation Data Sources: CIS Case-logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The collaboration between Communities In Schools (CIS) and the counseling program aims to support and uplift students by helping them face personal challenges and build meaningful, transformative relationships. This joint effort will dismantle both immediate and systemic barriers, paving the way for lasting equity and improved student outcomes. **Strategy's Expected Result/Impact:** Providing targeted support that addresses students' social-emotional and mental health needs in order to remove obstacles and promote academic and personal success. **Staff Responsible for Monitoring:** Site Coordinator; Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** CIS Case Manager - Title I, Part A - $25,000, Parent Involvement Supplies & Snacks - Title I, Part A - $2,978				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Campus Leadership Team

Committee Role	Name	Position
Administrator	Jesus Lujan	Principal
Administrator	Jordan Hess	Assistant Principal
Non-classroom Professional	Widad Kinard	IB Coordinator
Community Representative	Julie Wenger	PTA President
Paraprofessional	MaryAnn Aguinaga	Secretary
Community Representative	Pat Sherman	Denia Community Church
Community Representative	Angel Herrera	CIS After School Coordinator
Community Representative	Nahir Vega	CIS Coordinator
Classroom Teacher	Brandy Kaster	Kindergarten Teacher
Classroom Teacher	Adela Guerrero	1st Grade Teacher
Classroom Teacher	Darleny Bacilá	2nd Grade Teacher
Classroom Teacher	Karen Martinez	3rd Grade Teacher
Classroom Teacher	Sarina Landron	4th Grade Teacher
Classroom Teacher	Alison Hosack	5th Grade Teacher
Classroom Teacher	Casey Golden	Art Teacher
Classroom Teacher	Jesica Zepeda	Bilingual/ESL Interventionist
Classroom Teacher	Mary Beth Pierce	Math Interventionist
Classroom Teacher	Jesica Perez	Reading Interventionist

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Math Interventionist		$38,377.20
				Sub-Total	$38,377.20

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes		$4,931.00
1	1	1	Behavior Specialist		$45,882.00
1	1	1	Instructional Coach		$73,912.80
1	1	1	Behavior Specialist		$39,692.40
1	1	2	Substitutes to provide teachers with substitutes to obtain specialized vocabulary PD		$3,000.00
1	1	3	Reading Interventionist		$80,290.80
1	2	3	Math Interventionist		$38,377.20
3	1	1	Parent Involvement Supplies & Snacks		$2,978.00
3	1	1	CIS Case Manager		$25,000.00
				Sub-Total	$314,064.20

Addendums

Committee Role	Name	Position
Parent	Jessica Zepeda	Parent
Classroom Teacher	Sylvia Pena	Pre-k Teacher
Classroom Teacher	Brandi Kaster	Kindergarten Teacher
Classroom Teacher	Adela Guerrero	1st Grade Teacher
Classroom Teacher	Sonia Bacila	2nd Grade Teacher
Classroom Teacher	Natalie Madison	3rd Grade Teacher
Classroom Teacher	Adriana Aguas	4th Grade Teacher
Classroom Teacher	Bethany Adams	5th Grade Teacher
Non-classroom Professional	Karmen Martin	Reading Interventionist
Non-classroom Professional	Karen Martinez Rivera	Math Interventionist
Non-classroom Professional	Estela Alzate	Teacher Assistant
Non-classroom Professional	Widad Kinard	IB Coordinator
Community Member	Tim Sutton	
District Representative	Pending	
Admininstrator	Maria Melendres Robles	Assistant Principal
Administrator	Marlen Velásquez	Principal

Name	Position	Program	FTE
Karen Martinez	Math Interventionist		1
Karmen Martin	Reading Interventionist		1
	Reading Coach		1
Amanda Marshall	Behavior Interventionist		0.5
Stacy Hays	Behavior Intrventionist		0.5

Denton Independent School District

Cross Oaks Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D

Mission Statement

High Quality Learning for All No Excuses!

Vision

We accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels, both in their academic and social-emotional development.

Value Statement

Our school is a family. Building positive relationships based on mutual respect and consideration is the foundation of our success. Parents, students, and staff are essential partners in our work. We welcome input and strive for open, transparent, and timely communication.We embrace all our kids as all our kids. We all can play a part in the success of every student. We maintain high expectations for teaching, learning, quality of work, and behavior.We work to meet the needs of the whole child, including their academic, physical, social, and emotional development.We empower students to take leadership in their own learning and grow in their responsibility and independence.We value continuous learning for all students and staff members. We are forward-thinking in our use of best practices to meet student needs.

Collective Commitments

In order to support our mission and vision, we commit to:

Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of all learners,

Establish clear expectations for all students and staff,

Consistently work with students in flexible small groups,

Genuinely encourage students and one another with kind and positive attitudes,

Form genuine relationships based on mutual trust, respect, and openness,

Engage students in collaborative activities that are meaningful and relevant, and

Utilize ongoing, meaningful goal and data-driven collaboration across content and grade levels.

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Priority Needs

Demographics

We need to strive to ensure we are meeting the academic and social emotional needs of each subgroup in our diverse student body.

Student Learning

We must prioritize continuous improvement of our Tier I instruction as well as targeted intervention to close the academic gaps in student learning.

Staff Quality, Recruitment and Retention

- Cross Oaks hired 20 new employees this year, many of whom are new to Denton ISD. Training and support from mentors, colleagues and administration is needed to retain staff.

Curriculum, Instruction and Assessment

- PLC practices need to be improved and teams must move beyond question 1 when collaborating. Quality Tier 1, data analysis and intervention/enrichment need to occur.

Family and Community Involvement

- Parent involvement and communication needs to be increased

Demographics

Demographics Summary

Cross Oaks Elementary School is currently one of 8 elementary schools in the Braswell Zone of Denton ISD. We are proud to offer two Early Childhood Special Education (ECSE) Classes, a 3rd - 5th grade Positive Academic Behavior Support (PABS) class, 26 Pre K - 5th grade monolingual classes (3 or 4 sections per grade level), and 1 dual language class per grade level for Pre K - 3rd grade.

We strive to be the Kindest School on Earth and focus on building relationships with students, families and each other.

There are currently 543 students enrolled at Cross Oaks. Our current demographics include 22.47% White, 32.23% Hispanic, 38.67% African American, 4.42% Asian, 1.84% American Indian and .37% Pacific Islander. Enrollment numbers are declining.

2023 - 2024 school year 641

2024 - 2025 school year 611

2025 - 2026 (current enrollment) 545

14.36% of our students are receiving special education services, 2.58% are serviced under 504 and 4.79% of our students receive dyslexia services. 5.89% of our students have been identified as Gifted and Talented, 18.97% are English Learners and 55% are economically disadvantaged.

Our PTA currently has 161 members, including almost 100% of the staff and 18 student memberships. Last year's total was 181 for the year.

Established - 2010

Mascot - Owls

Colors - Green and Gold

Vision - We accept collective responsibility to do whatever it takes for all student to learn and achieve at high levels, both in their academic and social-emotional development.

Mission - Learning for All

Demographics Strengths

Cross Oaks is a diverse campus where our diversity is recognized and celebrated. Students, staff and parents value the feeling of family that exists on our campus, and all stakeholders feel valued and cared for.

Our priority the last few years has been to hire staff that are representative of the students we serve. We are proud of the diversity we have attracted to our campus and the positive role models they serve for our students.

Our mobility rate is stabilizing and many of our students and their siblings attend our school from Pre Kindergarten through 5th grade which allows us to build strong connections

with the students and families we serve.

Visitors to our school regularly point out our positive culture, how welcoming we are and the positive behavior of our students. The number of office referrals have been decreasing school-wide over the last four years.

PTA sponsors a variety of programs and events each year to engage students, staff and families including Watch DOGS, STEM Night and Grandparent's Night.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parent involvement in school activities such as parent conferences, parent-teacher conferences and in person parent meetings is low.

Student Learning

Student Learning Summary

Data Sources:

Reading

- Fountas and Pinnell
- K-2 Literacy Packet
- 3-5 STAAR
- iReady

Math

- K-2 PNA
- 3-5 STAAR
- i Ready

See addendums

Student Learning Strengths

- **We have been closing the gaps the last 2 years due to more focused intervention.**
- **Most subpops are performing well on STAAR compared to their peers**
- **All GT students are passing STAAR**
- **F&P results show significant gains in K,1,4,5 from BOY to EOY**

See addendums

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality Tier 1 instruction and intervention needs to be provided to all students in grades Pre K-5 in reading and math.
Root Cause: PLC practice of data analysis that drives high quality Tier 1 instruction as well as intervention needs to be understood and implemented with fidelity by all staff on campus. Structured data meetings are needed to analyze results, identify gaps and plan targeted instruction or intervention.

Problem Statement 2: Coaching and support is needed in the implementation of PLTs so they are more effective at planning Tier 1 instruction and Tier 2 intervention
Root Cause: The campus does not currently use a consistent, schoolwide planning protocol. We will develop and implement a written planning protocol to be used at weekly PLT meetings that outlines campus team planning expectations.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

- Dual Language program (Pre K, Kindergarten, 1st grade, 2nd and 3rd grade)
- ESL interventionists
- Reading/Math interventionists
- Dyslexia Therapists (1.5 FTE)
- Community in Schools North Texas Coordinator
- Daily minimum 30 minutes Wise time to provide intervention to at-risk students
- Classroom instruction and assessments are based on TEKS
- DMTSS team tracks data from multiple sources and collaborates to address the needs of the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Career Day, Clubs
- Drills, BERT Team
- Staff/Parent Handbooks
- Mentor Teachers and Instructional Coaches
- Schoolwide Master Schedule that allows teachers, including special education teachers, to collaborate and have PLTs during the school day to answer the 4 PLC questions, plan instruction and analyze data
- Schoolwide Morning Meetings

School Processes & Programs Strengths

- **Professional Learning and Support Systems for Teacher Growth and Instructional Leadership:** Ongoing PLTs for collaborative data analysis and instruction improvement, district-provided PD aligned with curriculum initiatives, targeted campus PD and learning walks, a mentor program for new teachers, and instructional support plans for struggling teachers with coaching and clear goals.

- **Reading at or Above Level:** The strengths of the data show that Kindergarten students are performing at a high level with 82.93% reading at or above grade level, providing a strong foundation. Additionally, 5th grade shows a solid performance of 76.34%, indicating that many students are meeting grade-level expectations by the end of elementary school. This represents a significant improvement compared to last year (2023-2024), when only 58.5% of students were reading at or above grade level, demonstrating progress in student achievement.

- **The Emergent Bilingual program:** It shows strong success in early literacy, with **86%** of K-2 students reading on or above grade level, reflecting effective early intervention and a solid foundation for future academic growth. Kindergarten and 1st grade both show constant gains.

- **EXPO:** The students show strong reading performance, with **100%** on or above grade level in Kindergarten, 1st, and 5th grade, and over **80%** meeting expectations in grades 2–4.

- **Proactive classroom management systems in place to set expectations.** Our use of CHAMPS, Boys Town, and PBIS has helped prevent frequent office referrals. There has been a significant decrease in office referrals during the 2024-2025 school year. Morning Meetings in all classes daily to build connections, teach and reinforce behavior and social emotional learning.

- **Diverse staff** committed to ensuring high levels of learning for all, no excuses
- **Variety of programs** to meet the needs of all students
- **Progress Monitoring** ELAR, Math and Behavior at all grade levels

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Coaching and support is needed in the implementation of PLTs so they are more effective at planning Tier 1 instruction and Tier 2 intervention
Root Cause: The campus does not currently use a consistent, schoolwide planning protocol. We will develop and implement a written planning protocol to be used at weekly PLT meetings that outlines campus team planning expectations.

Problem Statement 2 (Prioritized): High quality Tier 1 instruction and intervention needs to be provided to all students in grades Pre K-5 in reading and math.
Root Cause: PLC practice of data analysis that drives high quality Tier 1 instruction as well as intervention needs to be understood and implemented with fidelity by all staff on campus. Structured data meetings are needed to analyze results, identify gaps and plan targeted instruction or intervention.

Problem Statement 3: Increased and ongoing parent communication with a focus on parent engagement and growing our staff and community relationships is needed.
Root Cause: Attendance at family events is low. Many of our parents do attend parent conferences, 504, ARD meetings or volunteer on campus.

Perceptions

Perceptions Summary

Cross Oaks works hard to ensure our school has a family environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature while allowing the school and family to work as partners in the educational process. Parent/community nights such as Meet the Teacher, Parent Information Nights, Parent Conferences, Multi-Cultural Night, and Fine Arts Events all serve to help bring parents and school staff together toward a common purpose. Cross Oaks utilizes and implements CHAMPS, Boys Town Behavior Standards and restorative practices.

Perceptions Strengths

Staff

- Staff works to meet the varying academic and social emotional needs of all students
- Staff promotes a climate of family
- Staff believes all students can learn
- Staff is willing to grow as learners

- Majority of staff turnover occurred due to downsizing in grade levels, moving closer to home, retiring or moving out of the state or country.
- First year teachers were assigned 2 mentors.

- Second year teachers were assigned 1 mentor.

Students

- Kids feel safe
- They know who to go to for help
- Feel like they belong because their teacher makes them feel loved
- Teachers are a big part of why students come to school because they feel like they belong
- We are doing a good job of showing that we care and believe in our students
- Teachers are making sure students understand the concepts which is helping students learn

Parents

- Increase in Watch Dogs participation

- PTA event turnout
- Teacher Communication
- Welcoming and encouraging on campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased and ongoing parent communication with a focus on parent engagement and growing our staff and community relationships is needed.
Root Cause: Attendance at family events is low. Many of our parents do attend parent conferences, 504, ARD meetings or volunteer on campus.

Problem Statement 2: There was an increase in the percentage of staff not knowing what was expected of them at work in the Q12 survey.
Root Cause: First and Second year teachers need more support and mentoring. We have a lack of accessible mentorship for our first and second year teachers. This affects their understanding of what is expected of them.

Priority Problem Statements

Problem Statement 1: High quality Tier 1 instruction and intervention needs to be provided to all students in grades Pre K-5 in reading and math.

Root Cause 1: PLC practice of data analysis that drives high quality Tier 1 instruction as well as intervention needs to be understood and implemented with fidelity by all staff on campus. Structured data meetings are needed to analyze results, identify gaps and plan targeted instruction or intervention.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Compass Points

Revised/Approved: September 12, 2025

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade ELAR STAAR performance.

3rd Grade Minimum Goal: 80% (from 63%)
4th Grade Minimum Goal: 86% (from 77%)
5th Grade Minimum Goal: 83% (from 69%)

Evaluation Data Sources: i-Ready assessments, Grade Level Common Formative Assessments, Grade Level/Teacher Intervention and Wise Time Plans/Documentation, STAAR Benchmarks, STAAR Scores, report cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will use district assessments, mastery checks, and campus common formative assessments to monitor student outcomes using the campus data monitoring tracker. **Strategy's Expected Result/Impact:** Staff will analyze results, identify gaps and plan targeted instruction or intervention which will result in an increase in the percentage of Cross Oaks students meeting or exceeding Tier 3 minimim expectations in "Approaches" for 3rd - 5th grade ELAR STAAR performance for the 2025-2026 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, reading specialist, classroom teachers Pre K - 5 **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Implement weekly data meetings to analyze assessment results, identify gaps, and plan targeted instruction or intervention. **Strategy's Expected Result/Impact:** Use data to inform instruction and intervention that will lead to an increase in the percentage of Cross Oaks students meeting or exceeding Tier 3 minimim expectations in "Approaches" for 3rd - 5th grade ELAR STAAR performance for the 2025-2026 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, reading specialists, classroom teachers Pre K-5 **Title I:** 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitutes to allow for extended time for Professional Learning Teams to analyze data - Title I, Part A - $2,351.23				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Ensure aligned team planning through the use of a schoolwide co-created planning protocol that outlines planning expectations. **Strategy's Expected Result/Impact:** All teams will utilize the schoolwide planning protocol created together under the guidance of teaching and learning that outlines campus team expectations and ensures implementation of the district's written curriculum as measured through team lesson plans and classroom walkthroughs. **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, classroom teachers Pre K-5 **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** sub coverage to provide additional planning time for teachers - Title I, Part A - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Cross Oaks will ensure teachers' use of the district curriculum, including the course overviews, storyboards, and Instructional strategy cards as guides during planning and observation. **Strategy's Expected Result/Impact:** Increase student performance according to Observation Reports, STAAR, BOY/MOY/EOY results, report card grades PreK- by end of year- 90% of Pre-K students can name 20 or more alphabet letters, 75% of Pre-K students can produce 20 or more letters and 75% of Pre-K students can blend sounds to make words. **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, classroom teachers Pre K-5 **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Campus leaders will use a structured walk-through and observation system to ensure curriculum alignment and effective Tier 1 instruction. **Strategy's Expected Result/Impact:** In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade ELAR STAAR performance. 3rd Grade Minimum Goal: 80% (from 63%) 4th Grade Minimum Goal: 86% (from 77%) 5th Grade Minimum Goal: 83% (from 69%) **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, Guiding Coalition **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Magnetic reading will be implemented with fidelity in grades 3 - 5 **Strategy's Expected Result/Impact:** In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade ELAR STAAR performance. 3rd Grade Minimum Goal: 80% (from 63%) 4th Grade Minimum Goal: 86% (from 77%) 5th Grade Minimum Goal: 83% (from 69%) **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, classroom teachers 3, 4, 5. **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Magnetic Resources Student books and Teacher Guide book - Title I, Part A - $3,200				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: 3rd, 4th and 5th grade teachers will attend curriculum previews PD provided by the Teaching and Learning Coordinators. **Strategy's Expected Result/Impact:** Teachers will be better prepared to teach the upcoming units. Students will increase scores in math, reading and science. **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, classroom teachers 3, 4, 5. **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Partially fund full time campus reading interventionist at Cross Oaks to provide targeted tiered instructional support for 3rd - 5th grade students. **Strategy's Expected Result/Impact:** Interventionist will support an increase in the percentage of Cross Oaks students meeting or exceeding Tier 3 minimim expectations in "Approaches" for 3rd - 5th grade ELAR STAAR performance for the 2025-2026 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, reading interventionist, classroom teachers K-5 **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Campus Interventionist - Title I, Part A - $55,712				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade Math STAAR performance.

3rd Grade Minimum Goal: 74% (from 47%)
4th Grade Minimum Goal: 72% (from 58%)
5th Grade Minimum Goal: 81% (from 64%)

Evaluation Data Sources: PNA, Math STEMscopes, report cards, i-Ready assessments, Grade Level Common Formative Assessments, Grade Level/Teacher Intervention and Wise Time Plans/Documentation, STAAR Benchmarks, STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Campus admin will provide continued job-embedded PD that supports best math instructional practices, new teacher mentoring, and targeted math intervention for low performing students. **Strategy's Expected Result/Impact:** Campus leaders will use walk-throughs and obserations to ensure curriculum alignment and strong instructional delivery. K -2 students will improve their fact fluency, numeracy and conceptual understanding of mathematical concepts. 3-5 students will improve their problem solving skills and conceptual understanding of mathematical concepts. In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade Math STAAR performance. 3rd Grade Minimum Goal: 74% (from 47%) 4th Grade Minimum Goal: 72% (from 58%) 5th Grade Minimum Goal: 81% (from 64%) **Staff Responsible for Monitoring:** Admin, K - 5 math teachers, math interventionists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will use district assessments, mastery checks and campus common formative assessments to monitor student outcomes using the campus data monitoring tracker. **Strategy's Expected Result/Impact:** Staff will analyze results, identify gaps and plan targeted instruction or intervention which will result in an increase in the percentage of Cross Oaks students meeting or exceeding Tier 3 minimim expectations in "Approaches" for 3rd - 5th grade Math STAAR performance for the 2025-2026 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, math interventionist, classroom teachers Pre K - 5 **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Implement weekly data meetings to analyze assessment results, identify gaps, and plan targeted instruction or intervention. **Strategy's Expected Result/Impact:** Use data to inform instruction and intervention that will lead to an increase in the percentage of Cross Oaks students meeting or exceeding Tier 3 minimim expectations in "Approaches" for 3rd - 5th grade Math STAAR performance for the 2025-2026 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, reading specialists, classroom teachers Pre K-5 **Title I:** 2.51, 2.53, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Cross Oaks will ensure teachers' use of the district curriculum, including the course overviews, storyboards, and Instructional strategy cards as guides during planning and observation. **Strategy's Expected Result/Impact:** Increase student performance according to Observation Reports, STAAR, BOY/MOY/EOY results, report card grades **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, classroom teachers Pre K-5 **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Campus leaders will use a structured walk-through and observation system to ensure curriculum alignment and effective Tier 1 instruction. **Strategy's Expected Result/Impact:** Campus leaders will use walk-throughs and obserations to ensure curriculum alignment and strong instructional delivery. K -2 students will improve their fact fluency, numeracy and conceptual understanding of mathematical concepts. 3-5 students will improve their problem solving skills and conceptual understanding of mathematical concepts. In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade Math STAAR performance. 3rd Grade Minimum Goal: 74% (from 47%) 4th Grade Minimum Goal: 72% (from 58%) 5th Grade Minimum Goal: 81% (from 64%) **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, Guiding Coalition				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Ensure aligned team planning through the use of a schoolwide co-created planning protocol that outlines planning expectations. **Strategy's Expected Result/Impact:** All teams will utilize the schoolwide planning protocol created together under the guidance of teaching and learning that outlines campus team expectations and ensures implementation of the district's written curriculum as measured through team lesson plans and classroom walkthroughs. **Staff Responsible for Monitoring:** Campus administration, campus interventionist/coaches, classroom teachers Pre K-5 **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Teachers will implement the district tights of Daily Numeracy, Fact Fluency, and phonics with fidelity. Administrators will monitor and provide feedback to teachers on effective implementation. **Strategy's Expected Result/Impact:** increase academic achievement **Staff Responsible for Monitoring:** admin, teachers K-5 **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Fund full time campus math interventionist at Cross Oaks to provide targeted tiered instructional support for 3rd - 5th grade students. **Strategy's Expected Result/Impact:** Interventionist will support an increase in the percentage of Cross Oaks students meeting or exceeding Tier 3 minimim expectations in "Approaches" for 3rd - 5th grade Math STAAR performance for the 2025-2026 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, math specialist, classroom teachers **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Campus Interventionist - Title I, Part A - $81,526				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of the 2025-2026 school year, the number of students needing tiered social emotional supports will decrease in each grade level by 5%. This will be evidenced by our campus check in check out (CICO) system, counseling, CISNT (Communities in Schools North Texas) and Behavior Team data.

Evaluation Data Sources: DMTSS data, CICO data sheets, discipline/behavior logs, office referrals, in school suspensions and out of school suspensions

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Schoolwide implementation of Morning Meetings focusing on Social Emotional Learning and Boys Town Behavior Standards in addition to collaboration between CISNT and the school counselor will equip students with social emotional strategies that result in our students ability to regulate their emotions. **Strategy's Expected Result/Impact:** Addressing the students social emotional, behavioral and mental health barriers will positively impact student success. **Staff Responsible for Monitoring:** Admin, CISNT site coordinator, counselors, classroom teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Utilize relaxation corners in each classroom to allow students to take a break, but remain in the classroom when starting to feel frustrated or overwhelmed. **Strategy's Expected Result/Impact:** Behavior intervention will be provided to students in a timely manner. Positive Behavior Supports and Interventions will be implemented in the classroom including access to the calm down center, fidgets, timers and sensory items to help the student regulate their emotions and return to learning. Removal from the classroom and loss of instructional time will decrease. **Staff Responsible for Monitoring:** Classroom teacher, school counselor, LSSP, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: In alignment with the district's tiered minimum performance benchmarks, Cross Oaks Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" in 5th grade Science STAAR performance.

5th Grade Minimum Goal: 63% (from 48%)

Evaluation Data Sources: District Science Progress Monitoring Assessments, report cards, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Cross Oaks teachers will ensure students are using the science curriculum/story boards in each grade level. **Strategy's Expected Result/Impact:** STAAR scores in 5th Grade will increase from 48% to 63%. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, classroom teachers K-5 **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Hold structured data meetings to analyze results, identify gaps and plan targeted instruction or intervention.				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

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) and Cross Oaks will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

Evaluation Data Sources: Parent perceptions reported on a campus survey in the spring of 2025, staff responses to a campus survey in the spring of 2025, discipline referral data from the 2024-2025 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: School administrators, behavior team, counselor and CIS coordinator meet weekly to review behavior data including admin assistance calls, office referrals, observations, parent requests for school based help, etc.. and ensure our environment is structured to maximze instructional time, engagement and student success. **Strategy's Expected Result/Impact:** Behavior support will be provided to students and staff in a timely manner. Positive Behavior Supports and Interventions (PBIS) will be implemented including positive behavior charts and Check In Check Out (CICO) which will lead to improved student behavior, engagement and connections at school. **Staff Responsible for Monitoring:** School administrators, behavior team, counselor and CIS coordinator **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Continue to expand the materials available in our on campus Motor Lab to be accessed by students needing sensory support **Strategy's Expected Result/Impact:** Improve student behavior and self regulation by meeting sensory needs of our students throughout the day. **Staff Responsible for Monitoring:** Admin, classroom teachers, OT, school psych, special education teachers, counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** materials and supplies - Title I, Part A - $1,074.77				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 1: By May of 2026, the staff of Cross Oaks Elementary will foster a welcoming, supportive learning environment through events, programs, and environments that build community among all stakeholders as measured by district and campus engagement surveys and a decrease in office referrals.

Evaluation Data Sources: MTSS Data for Behavior, Campus Culture Climate Survey, Campus Engagement Survey. Parent Engagement Surveys, Campus Behavior Referral and Discipline Data, Attendance Data, Staff Surveys, Awards Presentations, Student Engagement (based on classroom learning walks).

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Host parent information nights and events that welcome all families and provide information in various languages. **Strategy's Expected Result/Impact:** Increased parent engagement at school, parent conferences, parent information nghts and school wide events through a positive, welcoming environment as measured by sign in sheets and participation rates. **Staff Responsible for Monitoring:** Admin, CIS Coordinator, School Counselor, all staff members **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** Materials and supplies, take home books and resources - Title I, Part A - $2,296				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Cross Oaks will collaborate with Communities in Schools North Texas to provide support to students and families by fulfilling the following mission: The mission of Communities In Schools of North Texas is to surround students with a community of support, empowering them to stay in school and achieve in life. **Strategy's Expected Result/Impact:** Reduction of office referrals, overall improvement of student behavior on campus, improved attendance support for parents, students and staff. **Staff Responsible for Monitoring:** Admin, CIS coordinator **Title I:** 2.51, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** salary for CIS coordinator - Title I, Part A - $25,000				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Teachers will use district assessments, mastery checks, and campus common formative assessments to monitor student outcomes using the campus data monitoring tracker.
1	1	3	Ensure aligned team planning through the use of a schoolwide co-created planning protocol that outlines planning expectations.
1	1	4	Cross Oaks will ensure teachers' use of the district curriculum, including the course overviews, storyboards, and Instructional strategy cards as guides during planning and observation.
1	1	5	Campus leaders will use a structured walk-through and observation system to ensure curriculum alignment and effective Tier 1 instruction.
1	1	7	3rd, 4th and 5th grade teachers will attend curriculum previews PD provided by the Teaching and Learning Coordinators.
1	1	8	Partially fund full time campus reading interventionist at Cross Oaks to provide targeted tiered instructional support for 3rd - 5th grade students.
1	2	1	Campus admin will provide continued job-embedded PD that supports best math instructional practices, new teacher mentoring, and targeted math intervention for low performing students.
1	2	3	Implement weekly data meetings to analyze assessment results, identify gaps, and plan targeted instruction or intervention.
1	2	4	Cross Oaks will ensure teachers' use of the district curriculum, including the course overviews, storyboards, and Instructional strategy cards as guides during planning and observation.
1	2	6	Ensure aligned team planning through the use of a schoolwide co-created planning protocol that outlines planning expectations.
1	2	7	Teachers will implement the district tights of Daily Numeracy, Fact Fluency, and phonics with fidelity. Administrators will monitor and provide feedback to teachers on effective implementation.
1	2	8	Fund full time campus math interventionist at Cross Oaks to provide targeted tiered instructional support for 3rd - 5th grade students.
1	3	2	Utilize relaxation corners in each classroom to allow students to take a break, but remain in the classroom when starting to feel frustrated or overwhelmed.
1	4	1	Cross Oaks teachers will ensure students are using the science curriculum/story boards in each grade level.
2	1	1	School administrators, behavior team, counselor and CIS coordinator meet weekly to review behavior data including admin assistance calls, office referrals, observations, parent requests for school based help, etc.. and ensure our environment is structured to maximze instructional time, engagement and student success.
3	1	1	Host parent information nights and events that welcome all families and provide information in various languages.
3	1	2	Cross Oaks will collaborate with Communities in Schools North Texas to provide support to students and families by fulfilling the following mission: The mission of Communities In Schools of North Texas is to surround students with a community of support, empowering them to stay in school and achieve in life.

State Compensatory

Budget for Cross Oaks Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Cross Oaks Elementary

Name	Position	FTE
Angela Marshall	Reading Recovery Teacher	1

Title I Personnel

Name	Position	Program	FTE
Jasmine Owens	CISNT Coordinator	Comm. In Schools N. Texas	.25
Kristine Daniel	Math Interventionist	Mathematics, 3-5	.5
Robert Strong	Reading Interventionist	Reading, 3-5	.5

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Chelsey Simmons	2nd Grade Teacher
Classroom Teacher	Hannah Anderson	Kindergarten Teacher
Classroom Teacher	Hannah Anderson	Kindergarten Teacher
Administrator	Robert Strong	Assistant Princpal
parent	Jenny Lowe	parent
paraprofessional	Latoya Barge	attendance clerk
parent	Courtney Paschal	parent
Classroom Teacher	Celeste Sorrells	5th Grade Teacher
Classroom Teacher	Penny Mansell	4th Grade Teacher
Classroom Teacher	Lily Cripps	3rd Grade Teacher
Classroom Teacher	Megan Eitson	1st Grade Teacher
Classroom Teacher	Amy Buniva	Kindergarten Teacher
Administrator	Shelley Maxwell	Principal

Campus Funding Summary

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Substitutes to allow for extended time for Professional Learning Teams to analyze data		$2,351.23
1	1	3	sub coverage to provide additional planning time for teachers		$2,000.00
1	1	6	Magnetic Resources Student books and Teacher Guide book		$3,200.00
1	1	8	Campus Interventionist		$55,712.00
1	2	8	Campus Interventionist		$81,526.00
2	1	2	materials and supplies		$1,074.77
3	1	1	Materials and supplies, take home books and resources		$2,296.00
3	1	2	salary for CIS coordinator		$25,000.00
				Sub-Total	$173,160.00

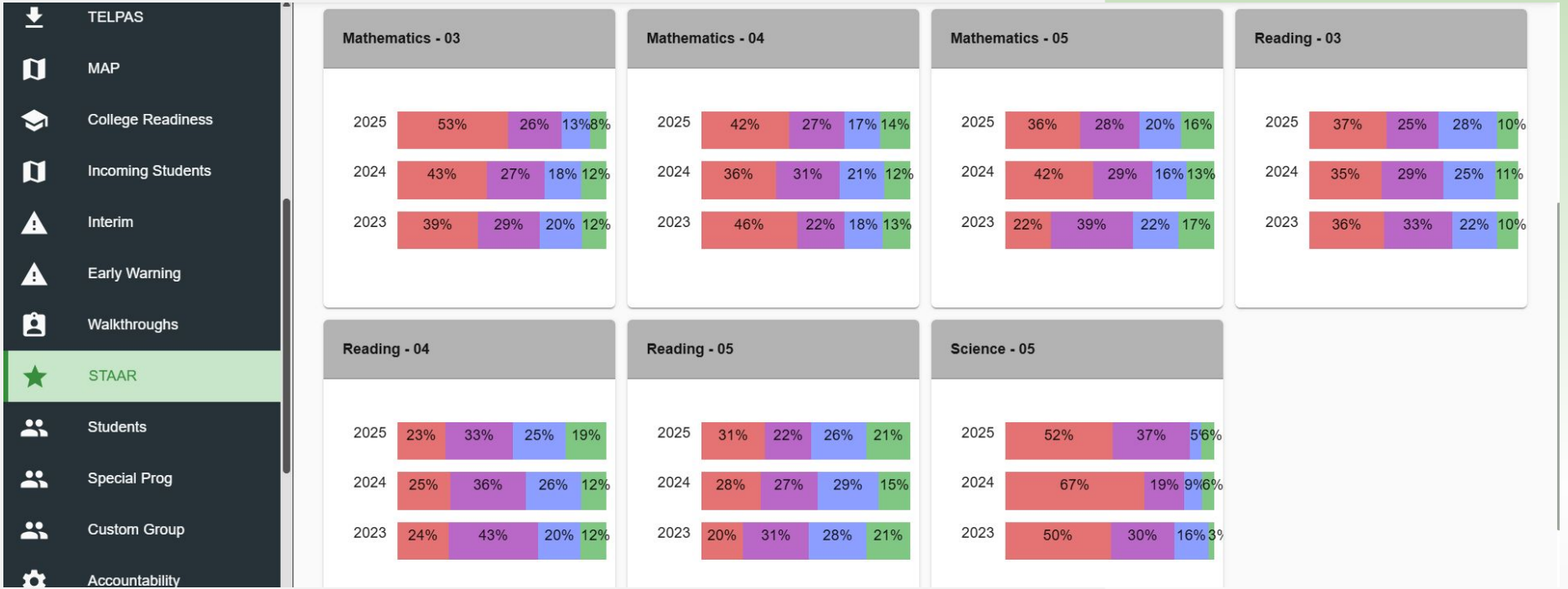
Addendums

2025-2026

Cross Oaks Data

Learning for ALL

STAAR


TELPAS
MAP
College Readiness
Incoming Students
Interim
Early Warning
Walkthroughs
STAAR
Students
Special Prog
Custom Group
Accountability
Mathematics - 03
2025 53% 26% 13% 8%
2024 43% 27% 18% 12%
2023 39% 29% 20% 12%
Mathematics - 04
2025 42% 27% 17% 14%
2024 36% 31% 21% 12%
2023 46% 22% 18% 13%
Mathematics - 05
2025 36% 28% 20% 16%
2024 42% 29% 16% 13%
2023 22% 39% 22% 17%
Reading - 03
2025 37% 25% 28% 10%
2024 35% 29% 25% 11%
2023 36% 33% 22% 10%
Reading - 04
2025 23% 33% 25% 19%
2024 25% 36% 26% 12%
2023 24% 43% 20% 12%
Reading - 05
2025 31% 22% 26% 21%
2024 28% 27% 29% 15%
2023 20% 31% 28% 21%
Science - 05
2025 52% 37% 5% 6%
2024 67% 19% 9% 6%
2023 50% 30% 16% 3%

F&P

F&P 2022-2025

OVERVIEW OF THE CAMPUS

Students Reading At or Above 22-23		
	BOY	EOY
Kindergarten	22%	52%
First	31%	56%
Second	67%	58%
Third	31%	41%
Fourth	64%	69%
Fifth	59%	63%

Students Reading At or Above 23-24			
	BOY	MOY	EOY
Kindergarten	34%	43%	63%
First	45%	62%	74%
Second	43%	65%	42%
Third	45%	48%	41%
Fourth	44%	47%	57%
Fifth	40%	42%	70%

Students Reading At or Above 24-25			
	BOY	MOY	EOY
Kindergarten		73%	69%
First	45%	66%	66%
Second	64%	54%	56%
Third	33%	31%	53%
Fourth	53%	47%	68%
Fifth	40%	54%	59.78%

K-2 Literacy Assessments

Kindergarten

Campus	#Tested	Letter Correspondence						Sound Correspondence					
		BOY		MOY		EOY		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
District	1983	385 233 1347	19.42% 11.75% 67.93%	222 193 1560	11.2% 9.73% 78.67%	158 150 1671	7.97% 7.56% 84.27%	542 330 1025	27.33% 16.64% 51.69%	256 190 1514	12.91% 9.58% 76.35%	189 136 1647	9.53% 6.86% 83.06%
CROSS OAKS ELEMENTARY	63	9 11 43	14.29% 17.46% 68.25%	6 4 53	9.52% 6.35% 84.13%	3 4 56	4.76% 6.35% 88.89%	14 12 35	22.22% 19.05% 55.56%	5 6 52	7.94% 9.52% 82.54%	3 3 57	4.76% 4.76% 90.48%

Beginning | Developing | Meets Standards

Kindergarten

Campus	#Tested	Concepts About Print						Phonological Awareness					
		BOY		MOY		EOY		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
District	1983	427 307 1132	21.53% 15.48% 57.09%	319 214 1447	16.09% 10.79% 72.97%	185 140 1652	9.33% 7.06% 83.31%	544 544 893	27.43% 27.43% 45.03%	753 284 943	37.97% 14.32% 47.55%	564 250 1162	28.44% 12.61% 58.6%
CROSS OAKS ELEMENTARY	63	10 5 44	15.87% 7.94% 69.84%	3 7 53	4.76% 11.11% 84.13%	3 4 56	4.76% 6.35% 88.89%	17 17 29	26.98% 26.98% 46.03%	22 16 25	34.92% 25.4% 39.68%	21 5 37	33.33% 7.94% 58.73%

Beginning | Developing | Meets Standards

Kindergarten

Campus	#Tested	Word List					
		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage
District	1744	0 0 0	0% 0% 0%	668 313 994	33.69% 15.78% 50.13%	414 278 1277	20.88% 14.02% 64.4%
CROSS OAKS ELEMENTARY	58	0 0 0	0% 0% 0%	16 11 36	25.4% 17.46% 57.14%	8 15 40	12.7% 23.81% 63.49%

Beginning | Developing | Meets Standards

First Grade

Campus	#Tested	Letter Correspondence						Sound Correspondence					
		BOY		MOY		EOY		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
District	2063	390 287 1383	18.9% 13.91% 67.04%	272 261 1528	13.18% 12.65% 74.07%	130 162 1770	6.3% 7.85% 85.8%	448 268 1324	21.72% 12.99% 64.18%	329 222 1504	15.95% 10.76% 72.9%	158 160 1740	7.66% 7.76% 84.34%
CROSS OAKS ELEMENTARY	78	13 12 53	16.67% 15.38% 67.95%	6 13 59	7.69% 16.67% 75.64%	2 6 70	2.56% 7.69% 89.74%	17 2 57	21.79% 2.56% 73.08%	8 12 58	10.26% 15.38% 74.36%	2 7 69	2.56% 8.97% 88.46%

Beginning | Developing | Meets Standards

First Grade

Campus	#Tested	Phonological Awareness						Word List					
		BOY		MOY		EOY		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
District	2063	926 389 747	44.89% 18.86% 36.21%	806 374 881	39.07% 18.13% 42.7%	540 374 1146	26.18% 18.13% 55.55%	888 167 997	43.04% 8.1% 48.33%	598 172 1278	28.99% 8.34% 61.95%	465 105 1484	22.54% 5.09% 71.93%
CROSS OAKS ELEMENTARY	78	30 18 30	38.46% 23.08% 38.46%	31 11 36	39.74% 14.1% 46.15%	21 10 47	26.92% 12.82% 60.26%	27 9 42	34.62% 11.54% 53.85%	19 7 52	24.36% 8.97% 66.67%	9 2 67	11.54% 2.56% 85.9%

Beginning | Developing | Meets Standards

First Grade

Campus	#Tested
District	1744
CROSS OAKS ELEMENTARY	58

Independent Text Level					
BOY		MOY		EOY	
Number	Percentage	Number	Percentage	Number	Percentage
754	45.72%	978	59.31%	1308	79.32%
255	15.46%	147	8.91%	50	3.03%
640	38.81%	277	16.8%	44	2.67%
21	36.21%	36	62.07%	52	89.66%
8	13.79%	5	8.62%	2	3.45%
29	50%	17	29.31%	4	6.9%

Beginning | Developing | Meets Standards

Second Grade

Campus	#Tested	Phonological Awareness						Word List					
		BOY		MOY		EOY		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
District	2144	1495 329 319	69.73% 15.35% 14.88%	968 327 786	45.15% 15.25% 36.66%	567 235 1277	26.45% 10.96% 59.56%	615 107 1412	28.68% 4.99% 65.86%	576 119 1386	26.87% 5.55% 64.65%	426 74 1578	19.87% 3.45% 73.6%
CROSS OAKS ELEMENTARY	90	61 21 8	67.78% 23.33% 8.89%	36 11 43	40% 12.22% 47.78%	16 10 64	17.78% 11.11% 71.11%	15 5 69	16.67% 5.56% 76.67%	24 5 61	26.67% 5.56% 67.78%	15 5 70	16.67% 5.56% 77.78%

Beginning | Developing | Meets Standards

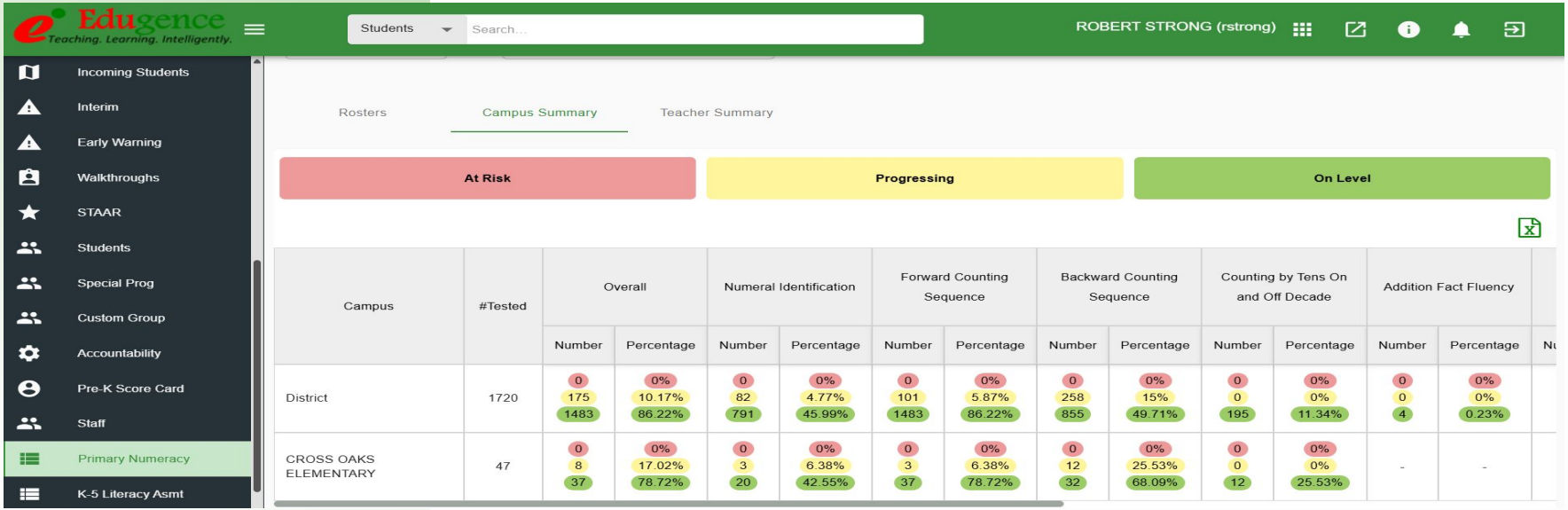
Second Grade

Campus	#Tested	Independent Text Level					
		BOY		MOY		EOY	
		Number	Percentage	Number	Percentage	Number	Percentage
District	1744	887 278 935	41.37% 12.97% 43.61%	875 317 951	40.81% 14.79% 44.36%	747 350 1045	34.84% 16.32% 48.74%
CROSS OAKS ELEMENTARY	58	28 9 52	31.11% 10% 57.78%	27 14 49	30% 15.56% 54.44%	22 17 51	24.44% 18.89% 56.67%

Beginning | Developing | Meets Standards

Primary Numeracy

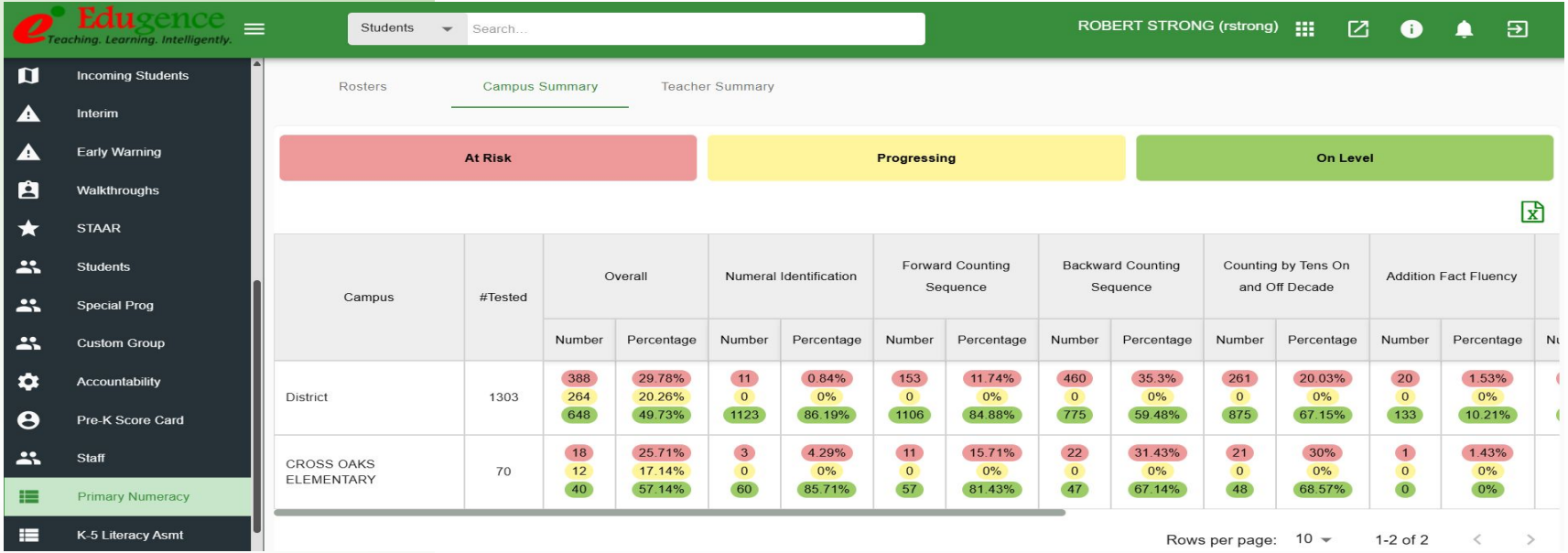
Primary Numeracy



Campus	#Tested	Overall		Numeral Identification		Forward Counting Sequence		Backward Counting Sequence		Counting by Tens On and Off Decade		Addition Fact Fluency		
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Nu
District	1720	0 175 1483	0% 10.17% 86.22%	0 82 791	0% 4.77% 45.99%	0 101 1483	0% 5.87% 86.22%	0 258 855	0% 15% 49.71%	0 0 195	0% 0% 11.34%	0 0 4	0% 0% 0.23%	
CROSS OAKS ELEMENTARY	47	0 8 37	0% 17.02% 78.72%	0 3 20	0% 6.38% 42.55%	0 3 37	0% 6.38% 78.72%	0 12 32	0% 25.53% 68.09%	0 0 12	0% 0% 25.53%	-	-	

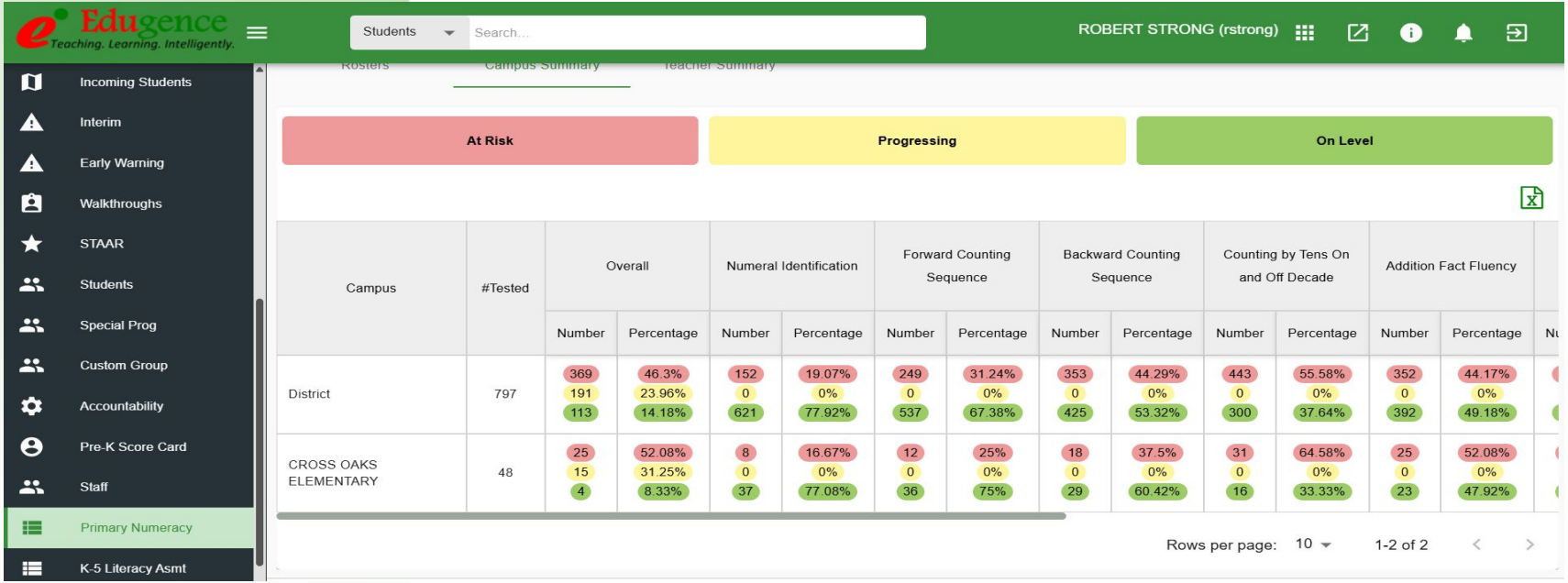
Overview of the Campus - Kindergarten

Primary Numeracy



Overview of the Campus - 1st Grade

Primary Numeracy



Campus	#Tested	Overall		Numeral Identification		Forward Counting Sequence		Backward Counting Sequence		Counting by Tens On and Off Decade		Addition Fact Fluency		
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Nu
District	797	369 191 113	46.3% 23.96% 14.18%	152 0 621	19.07% 0% 77.92%	249 0 537	31.24% 0% 67.38%	353 0 425	44.29% 0% 53.32%	443 0 300	55.58% 0% 37.64%	352 0 392	44.17% 0% 49.18%	
CROSS OAKS ELEMENTARY	48	25 15 4	52.08% 31.25% 8.33%	8 0 37	16.67% 0% 77.08%	12 0 36	25% 0% 75%	18 0 29	37.5% 0% 60.42%	31 0 16	64.58% 0% 33.33%	25 0 23	52.08% 0% 47.92%	

Rows per page: 10 1-2 of 2

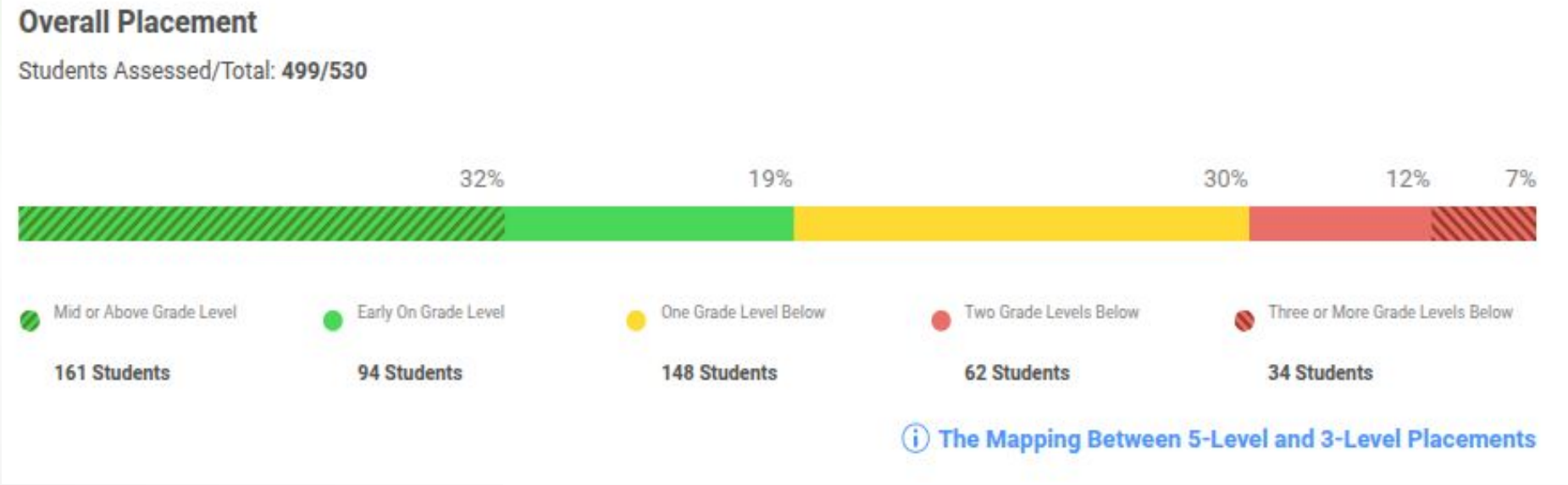
Overview of the Campus - 2nd Grade

i-Ready
EOY 2025

i-Ready Reading

i-Ready EOY Reading 2025

OVERVIEW OF THE CAMPUS



i-Ready EOY Reading 2025

SCHOOL OVERVIEW

i-Ready EOY Reading 2025

BY GRADE LEVEL

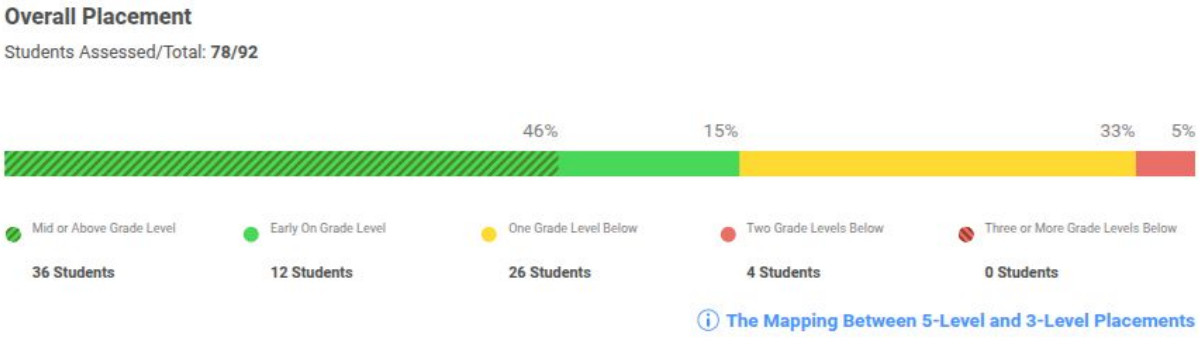
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		52%	27%	22%	0%	0%	64/81
Grade 1		46%	15%	33%	5%	0%	78/92
Grade 2		31%	19%	33%	18%	0%	91/91
Grade 3		27%	22%	22%	15%	15%	88/88
Grade 4		31%	14%	35%	11%	8%	83/83
Grade 5		15%	18%	32%	21%	15%	95/95

i-Ready EOY Reading 2025

KINDERGARTEN

i-Ready EOY Reading 2025

FIRST GRADE



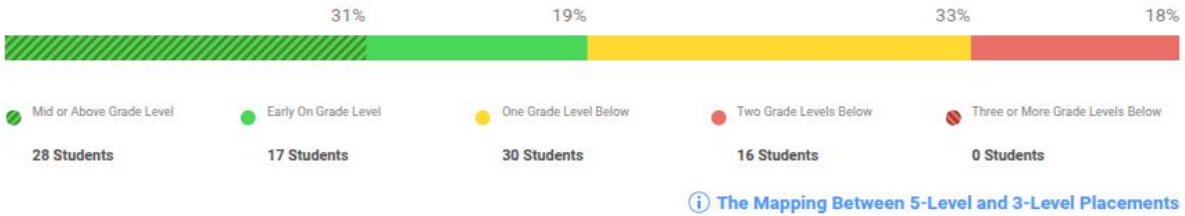
i-Ready EOY Reading 2025

SECOND GRADE

Criterion Referenced

Overall Placement

Students Assessed/Total: **91/91**



The Mapping Between 5-Level and 3-Level Placements

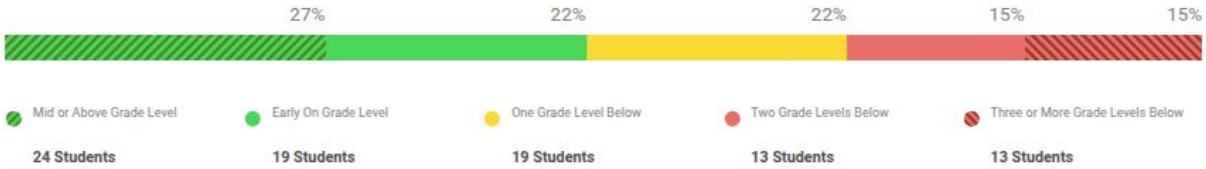
Placement by Domain

i-Ready EOY Reading 2025

THIRD GRADE

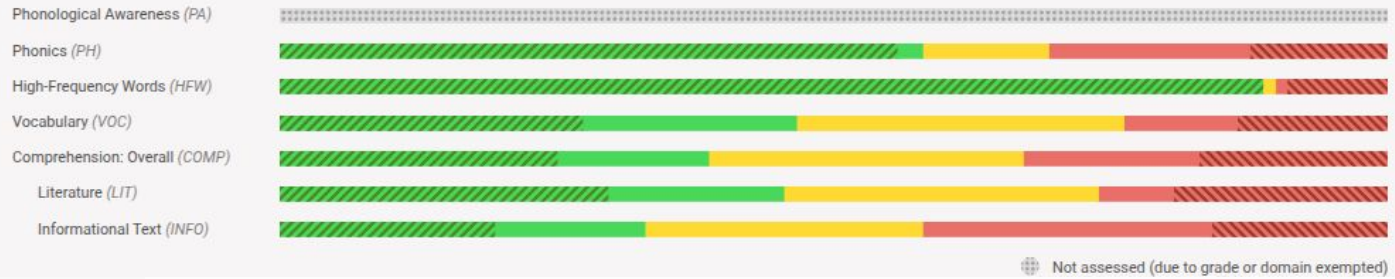
Overall Placement

Students Assessed/Total: **88/88**



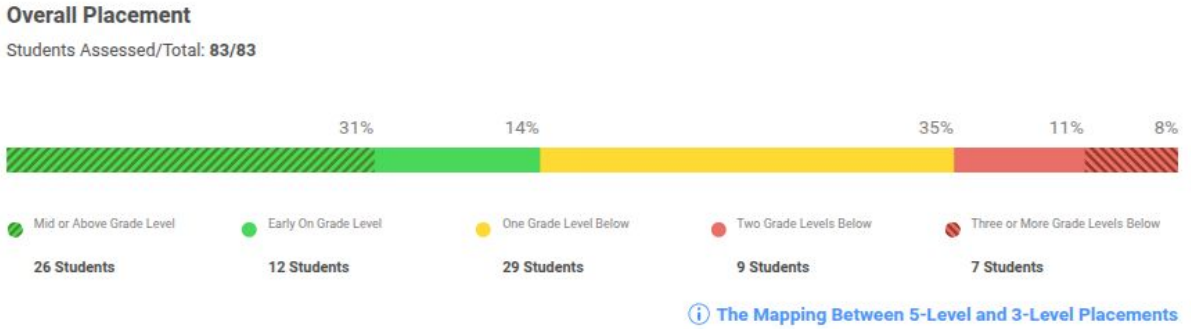
The Mapping Between 5-Level and 3-Level Placements

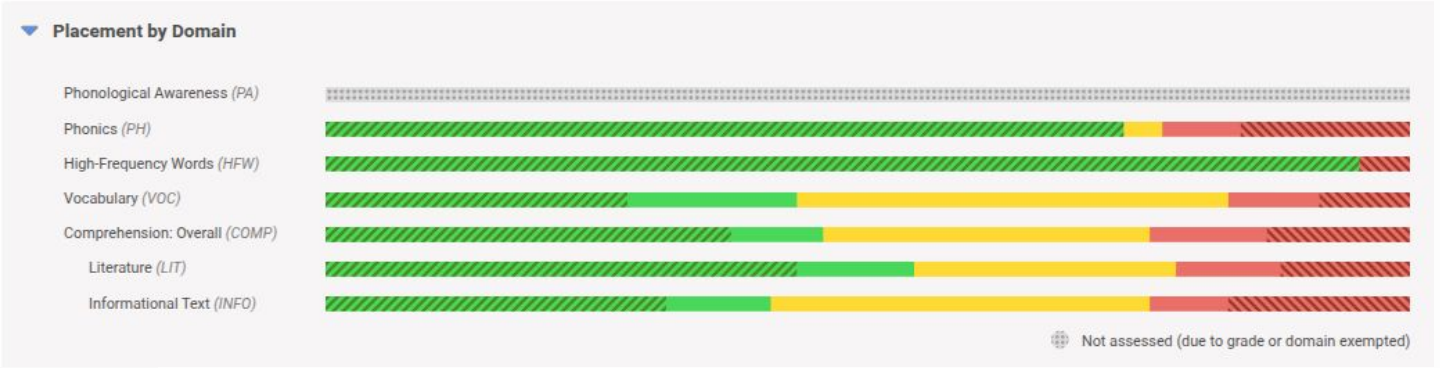
Placement by Domain



i-Ready EOY Reading 2025

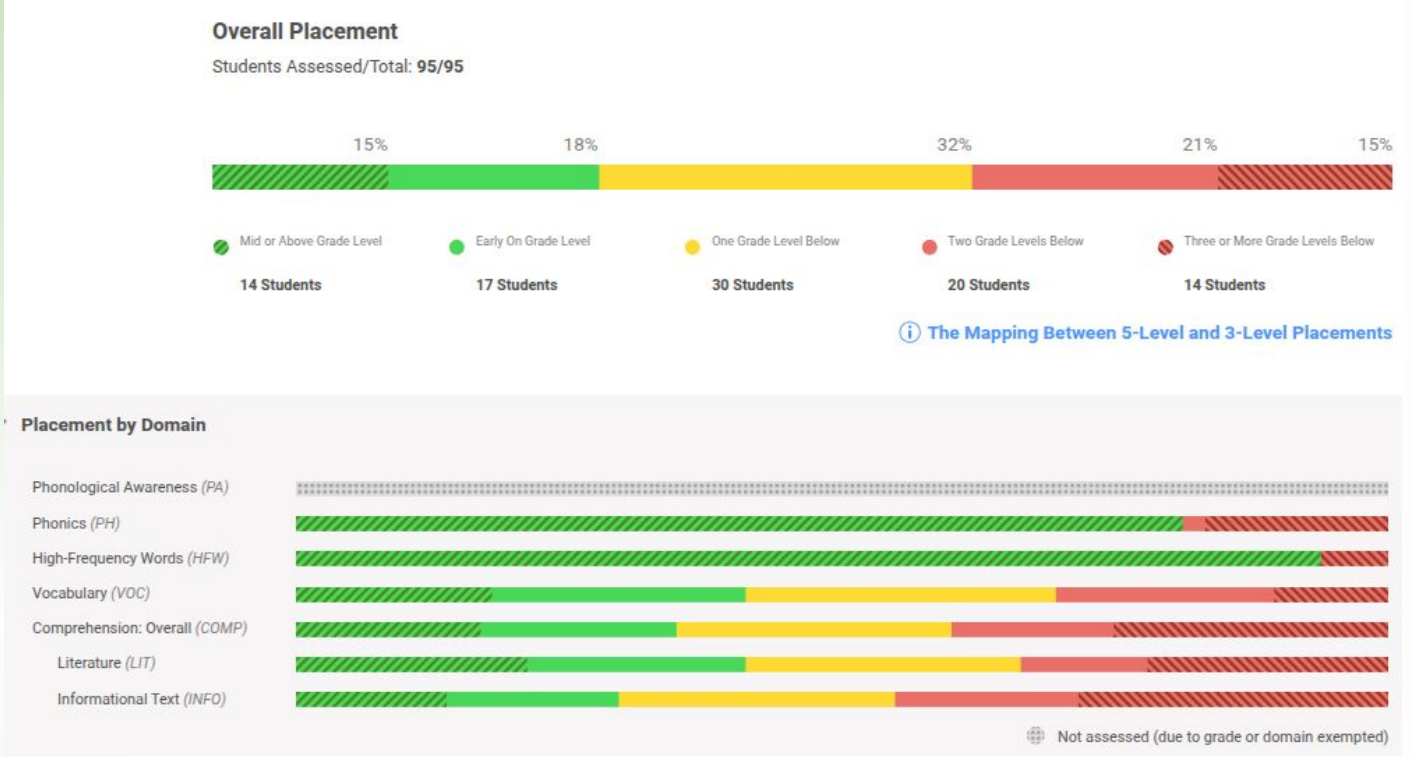
FOURTH GRADE





i-Ready EOY Reading 2025

FIFTH GRADE



i-Ready Math

OVERVIEW OF CAMPUS

i-Ready EOY Math 2025

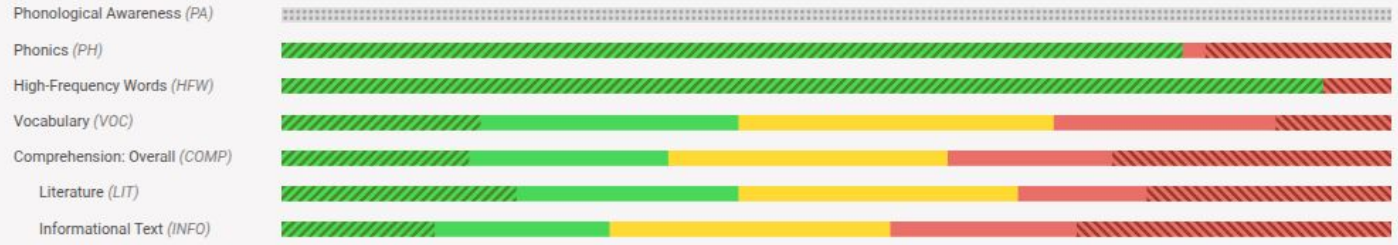
Overall Placement

Students Assessed/Total: **95/95**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
14 Students	**17 Students**	**30 Students**	**20 Students**	**14 Students**

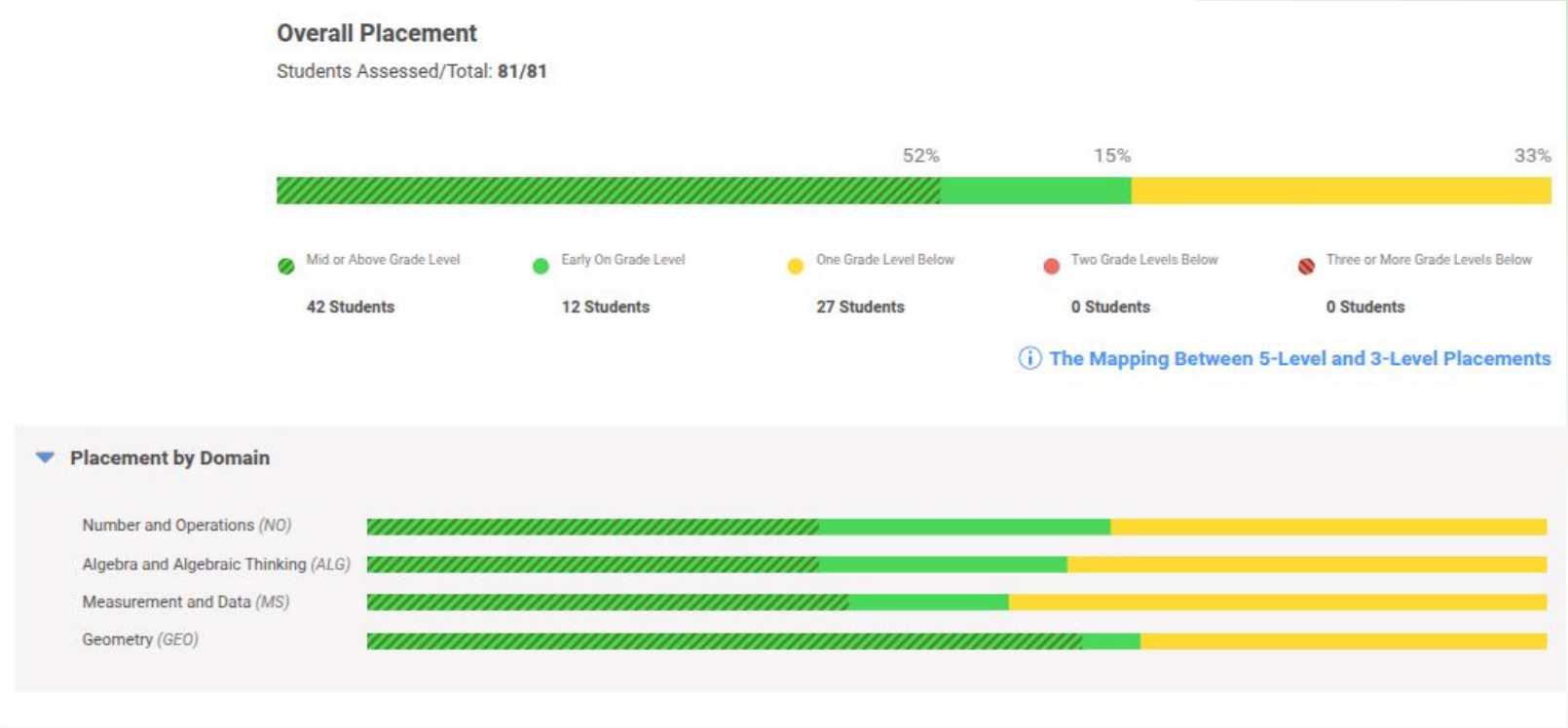
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Placement by Domain



OVERVIEW OF THE CAMPUS

i-Ready EOY Math 2025

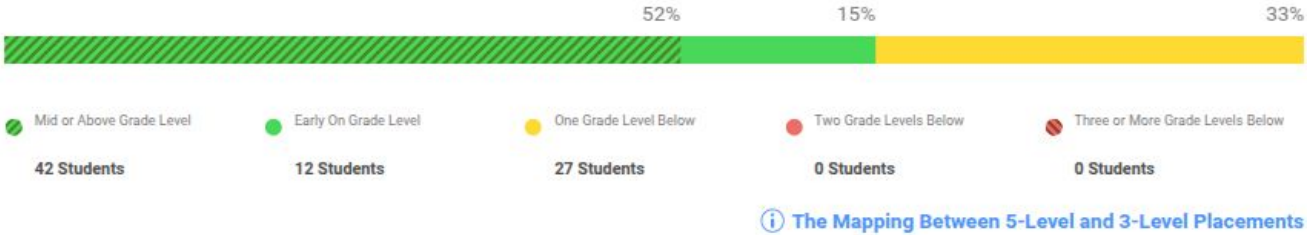


KINDERGARTEN

i-Ready EOY Math 2025

Overall Placement

Students Assessed/Total: **81/81**

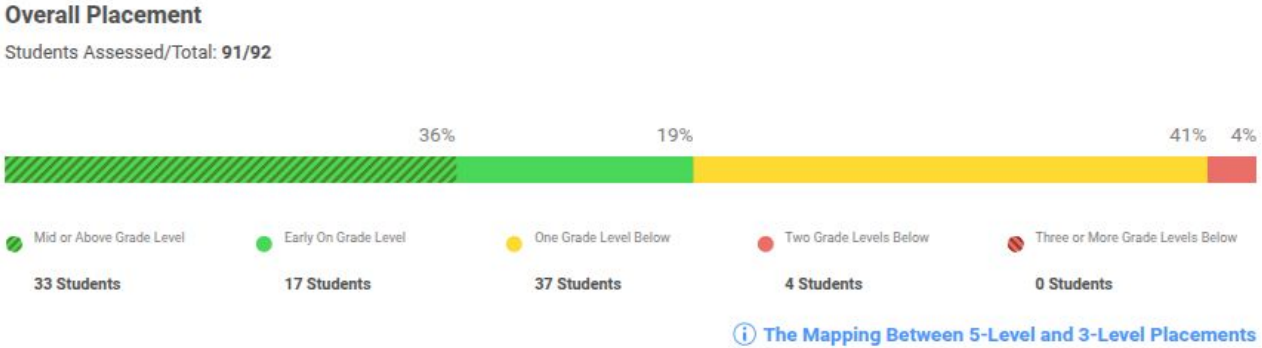


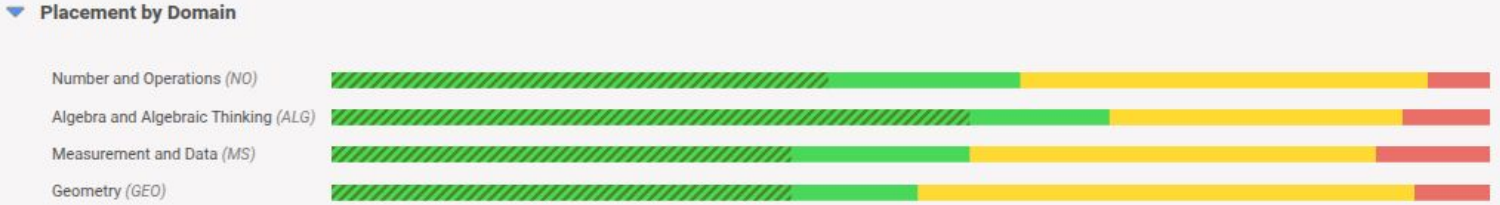
The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

FIRST GRADE

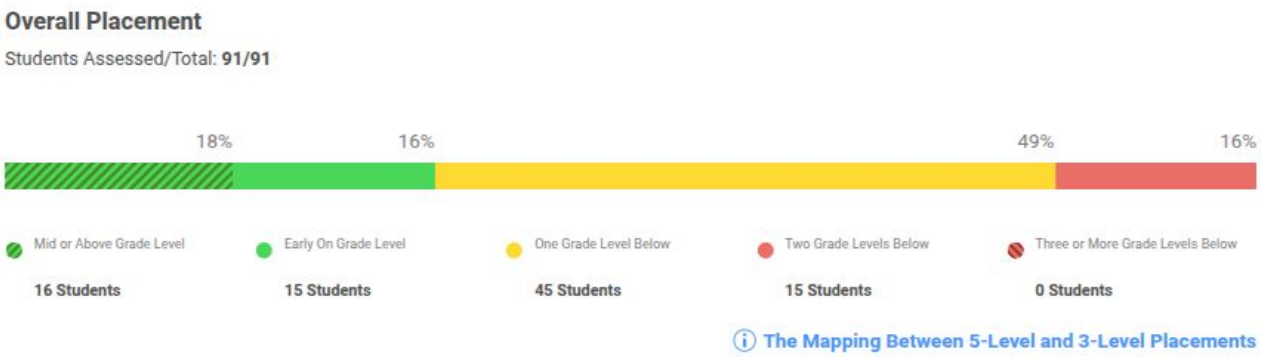
i-Ready EOY Math 2025





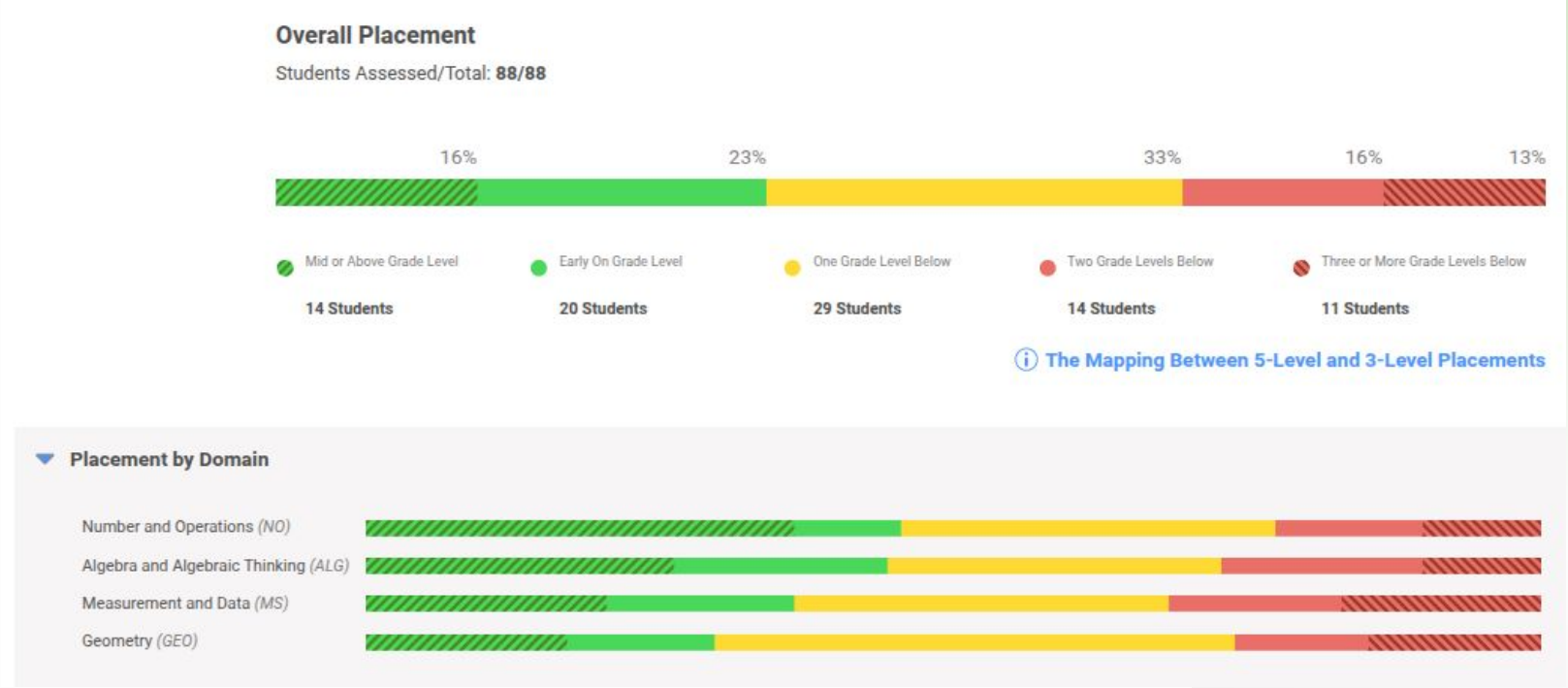
SECOND GRADE

i-Ready EOY Math 2025



THIRD GRADE

i-Ready EOY Math 2025



FOURTH GRADE

i-Ready EOY Math 2025

Overall Placement

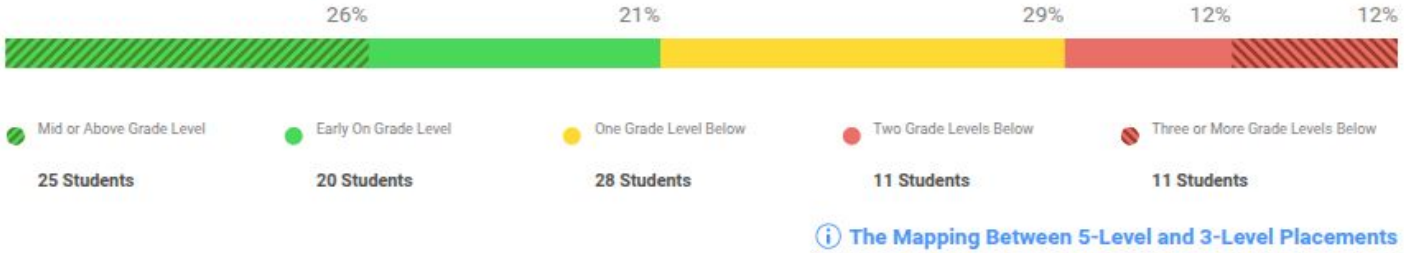
Students Assessed/Total: **83/83**

The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

FIFTH GRADE

i-Ready EOY Math 2025



i-Ready BOY 2025

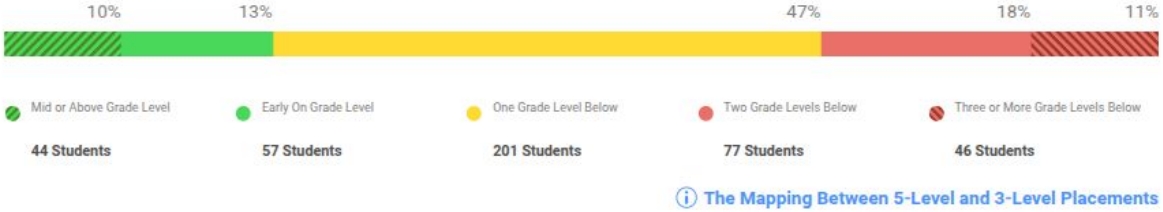
i-Ready Reading

i-Ready BOY Reading 2025

OVERVIEW OF SCHOOL

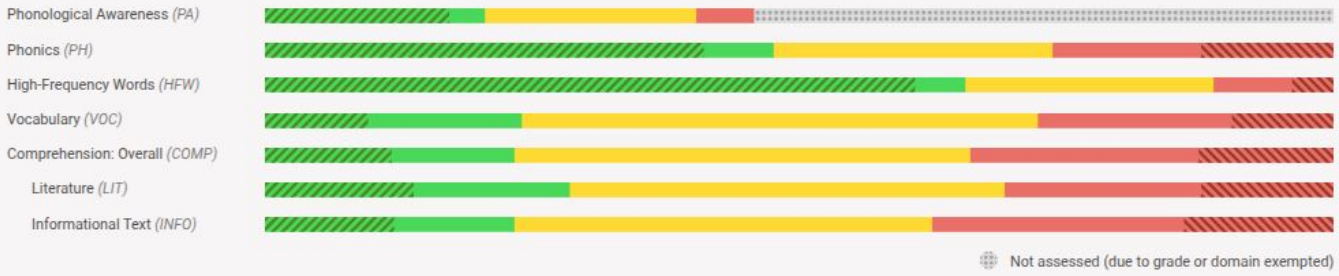
Overall Placement

Students Assessed/Total: **425/478**



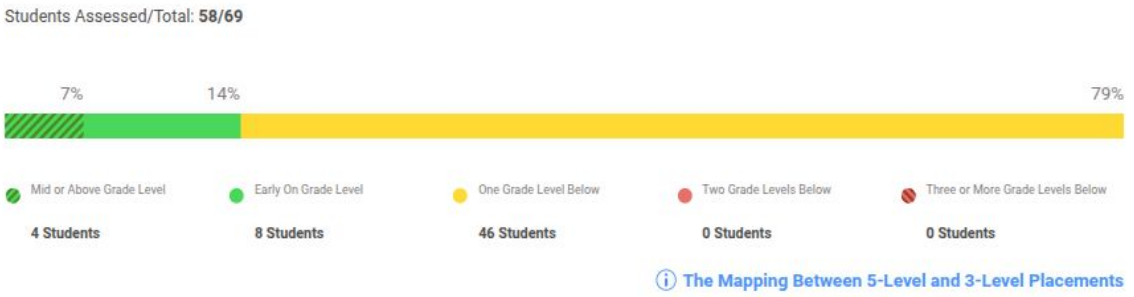
The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



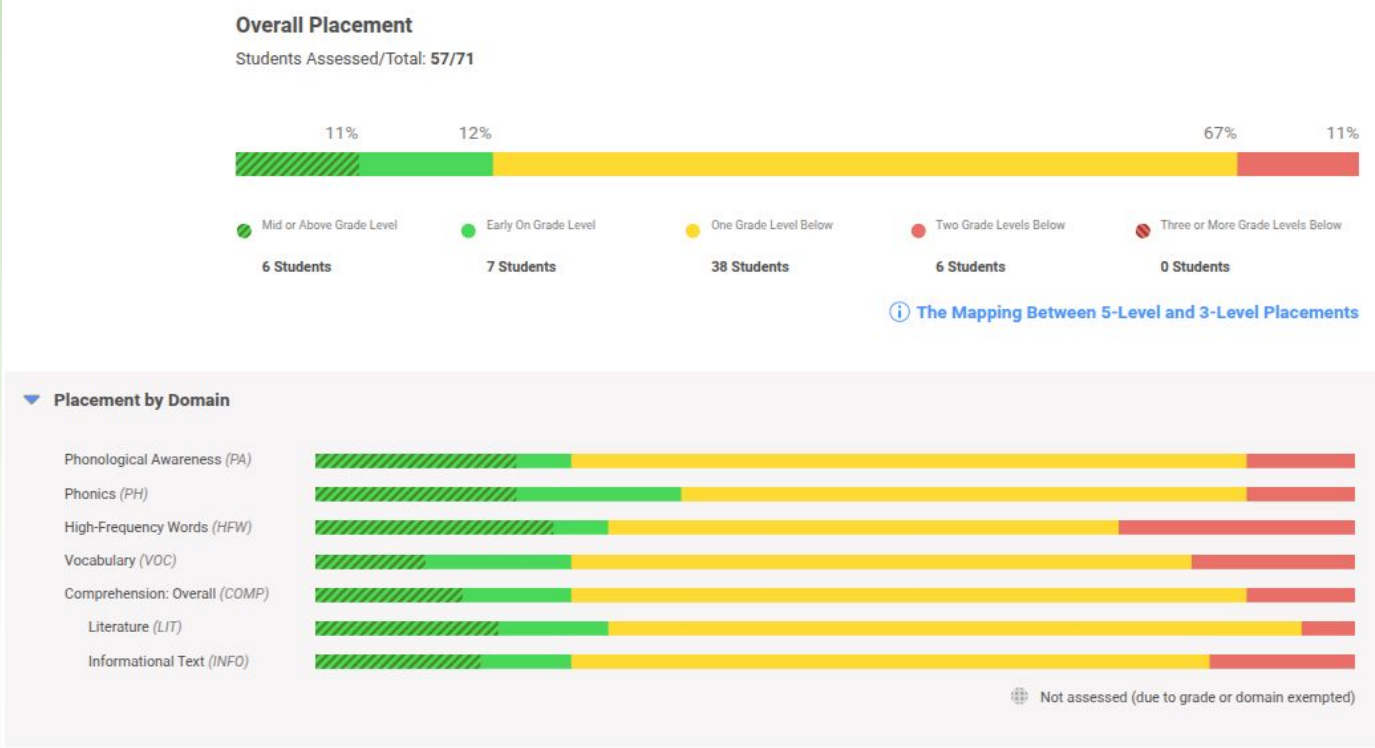
i-Ready BOY Reading 2025

KINDERGARTEN



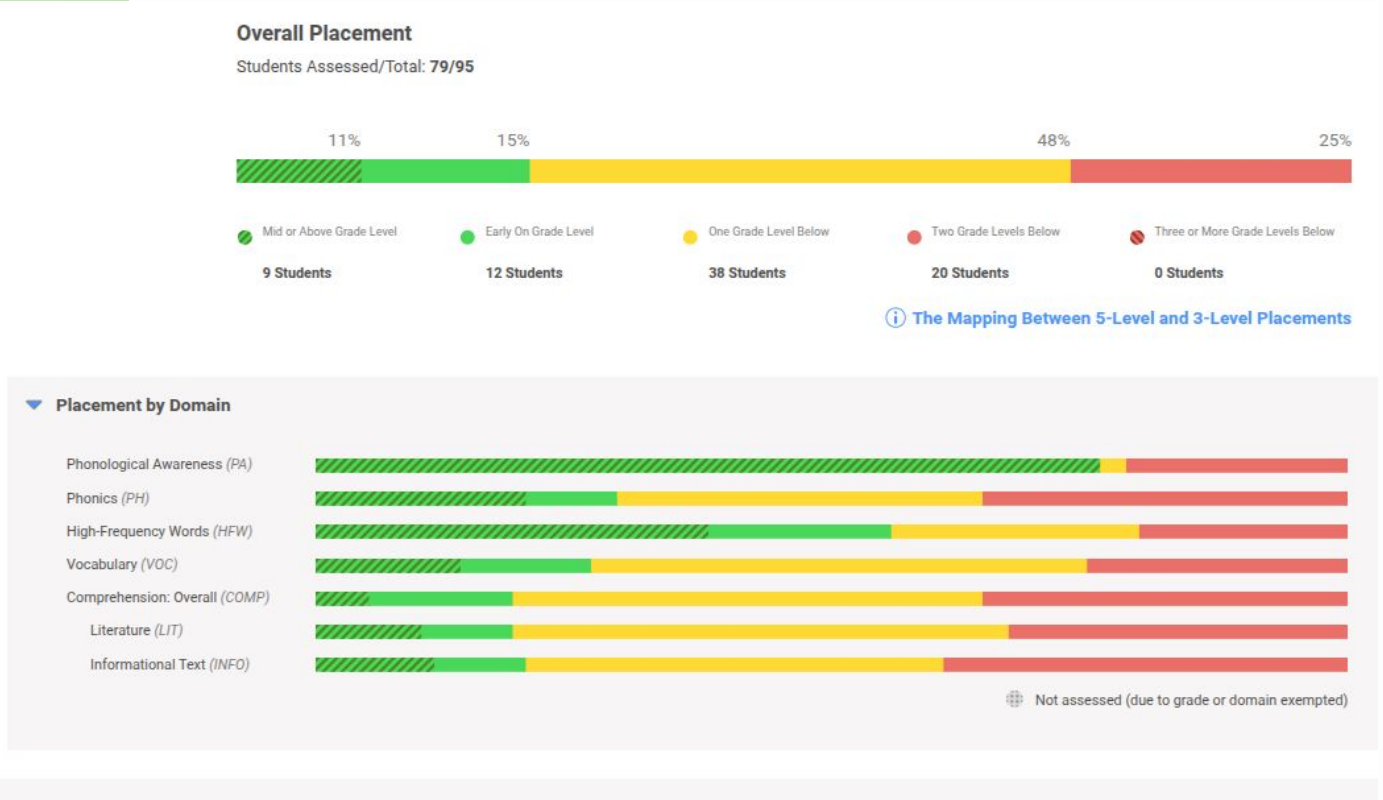
i-Ready BOY Reading 2025

FIRST GRADE



i-Ready BOY Reading 2025

SECOND GRADE

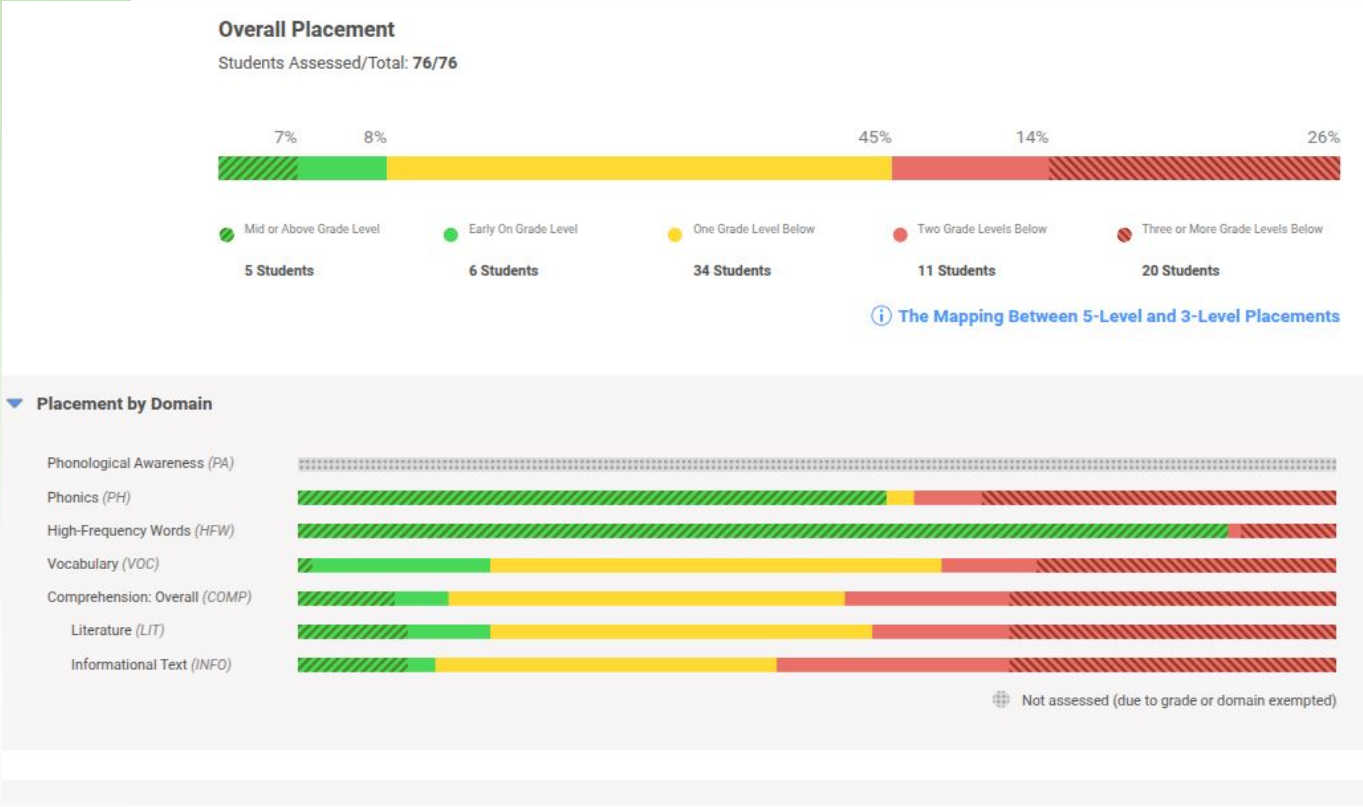


i-Ready BOY Reading 2025

THIRD GRADE

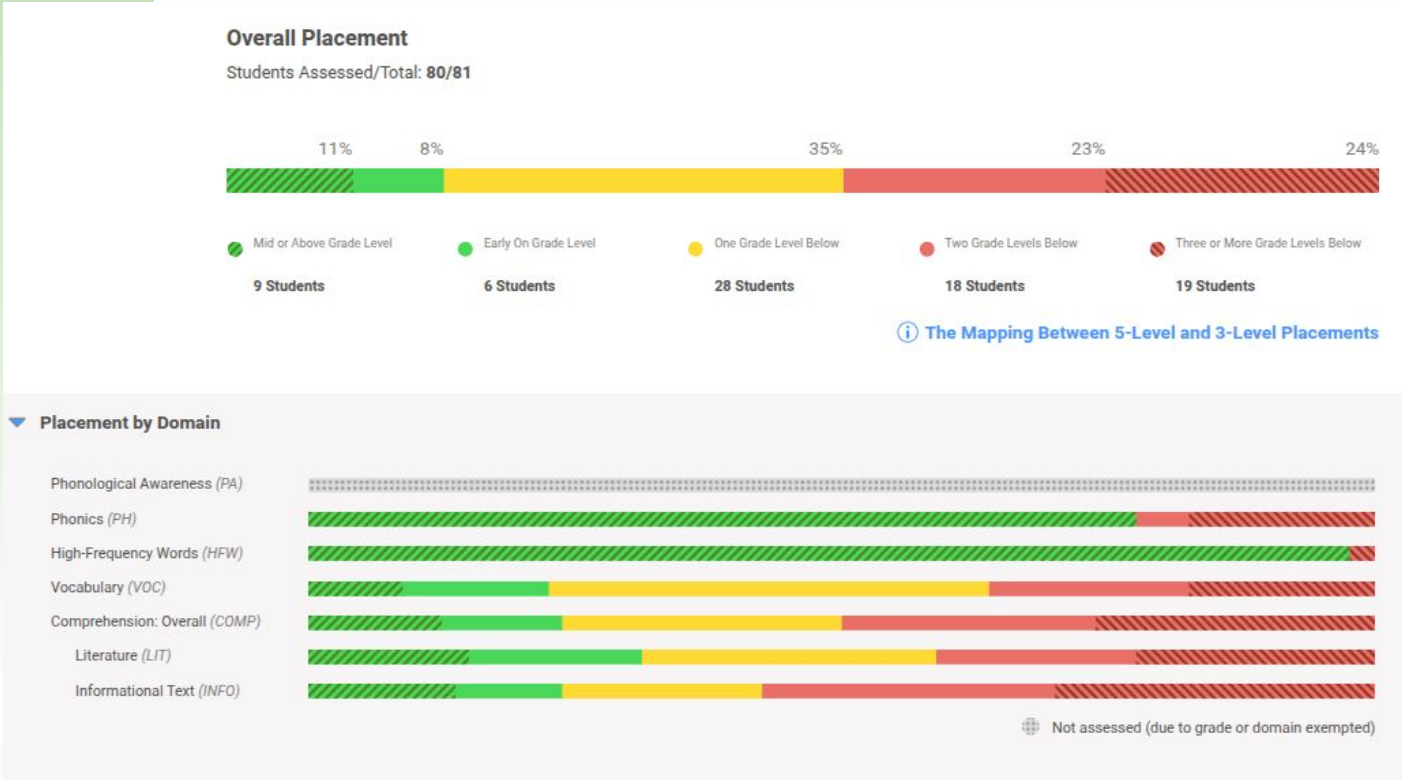
i-Ready BOY Reading 2025

FOURTH GRADE



i-Ready BOY Reading 2025

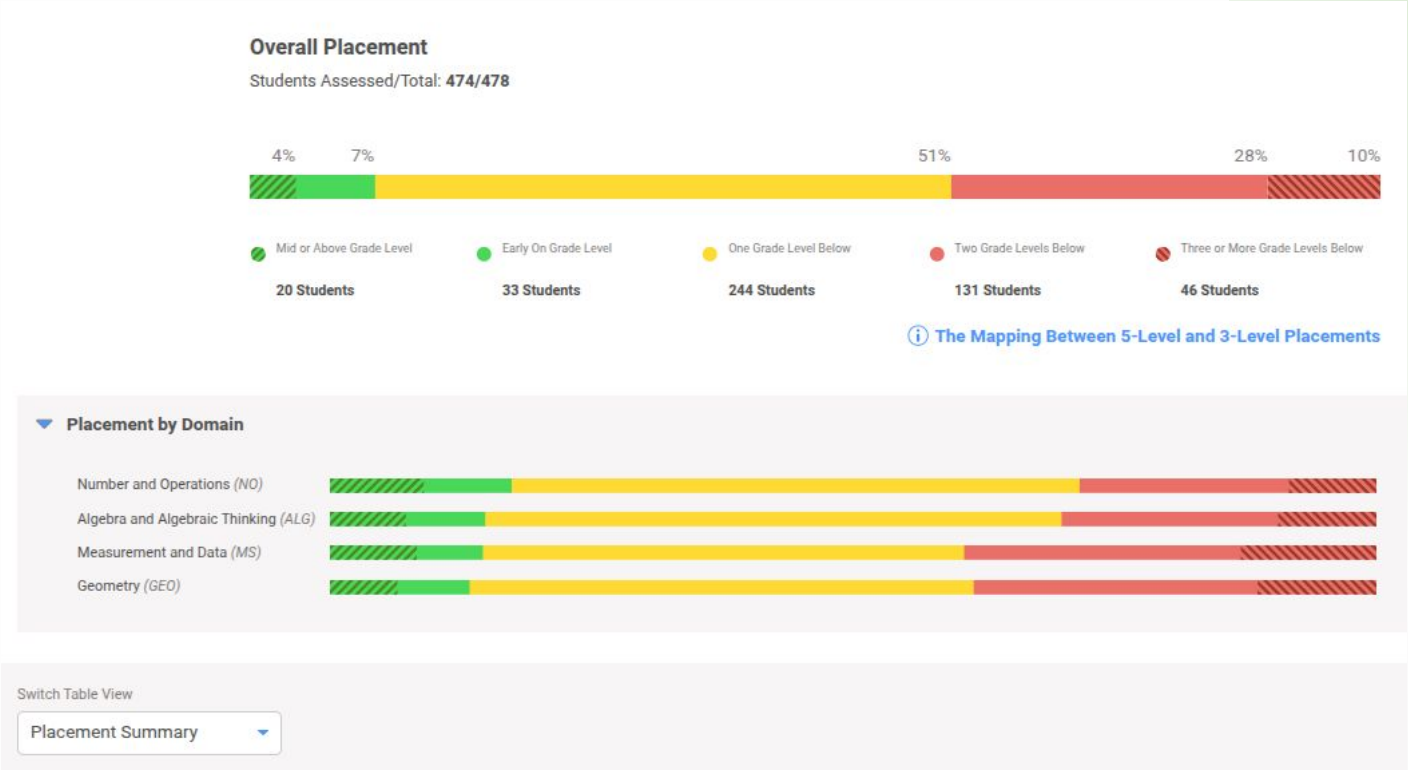
FIFTH GRADE



i-Ready Math

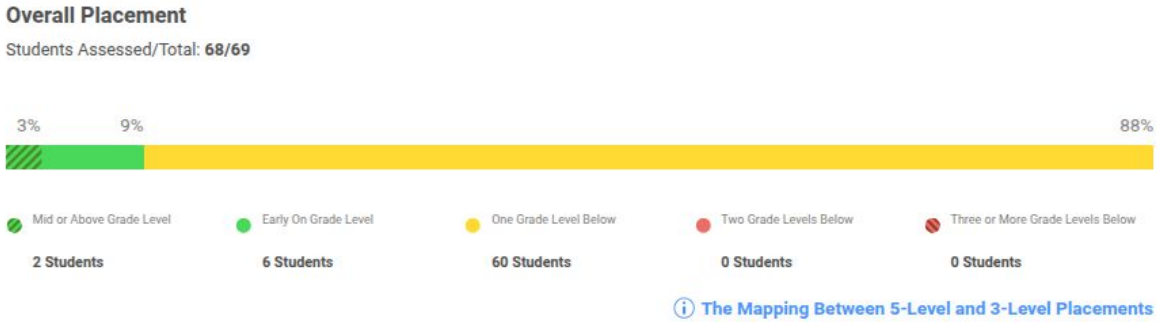
OVERVIEW OF SCHOOL

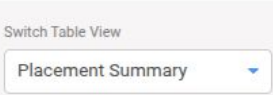
i-Ready BOY Math 2025



KINDERGARTEN

i-Ready BOY Math 2025

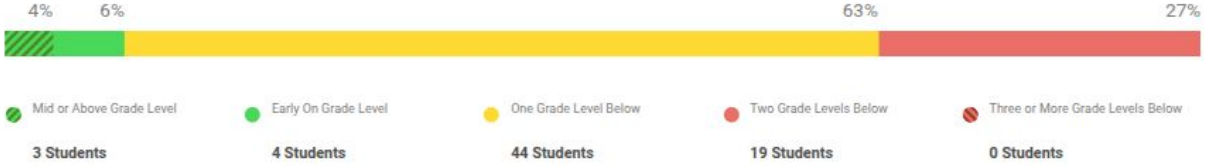




FIRST GRADE

i-Ready BOY Math 2025

Students Assessed/Total: **70/71**

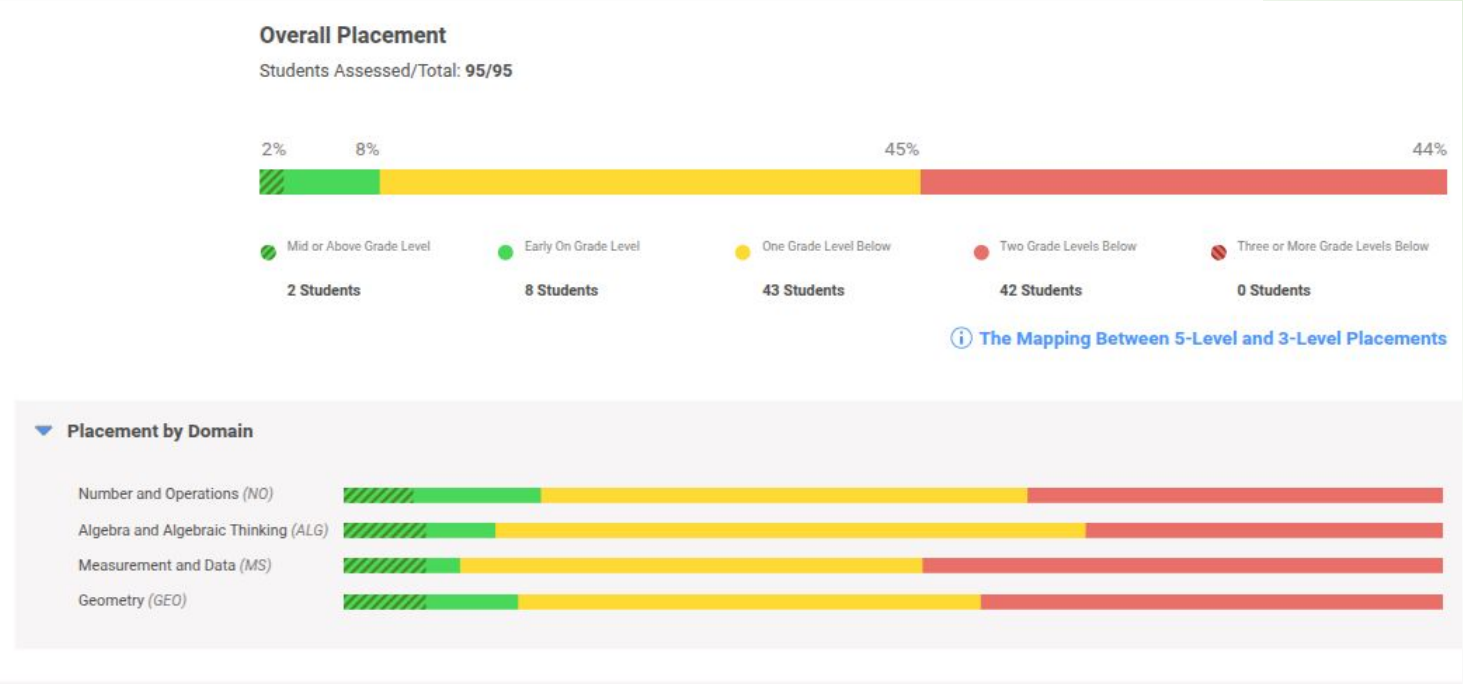


The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

SECOND GRADE

i-Ready BOY Math 2025

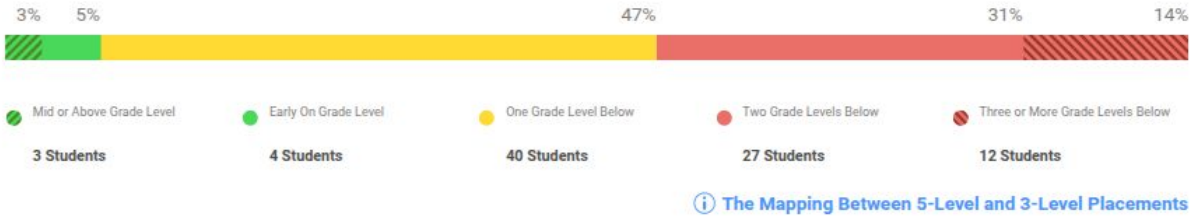


THIRD GRADE

i-Ready BOY Math 2025

Overall Placement

Students Assessed/Total: **86/86**

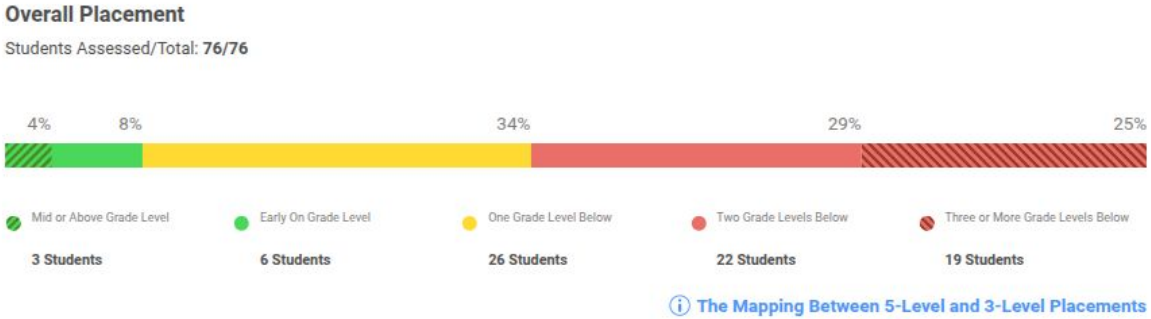


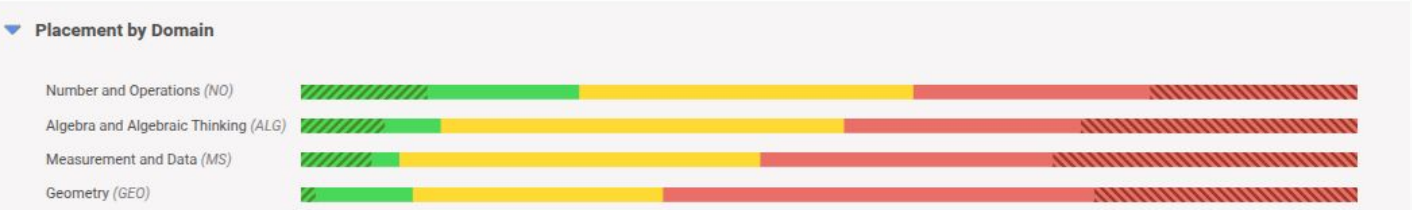
The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

FOURTH GRADE

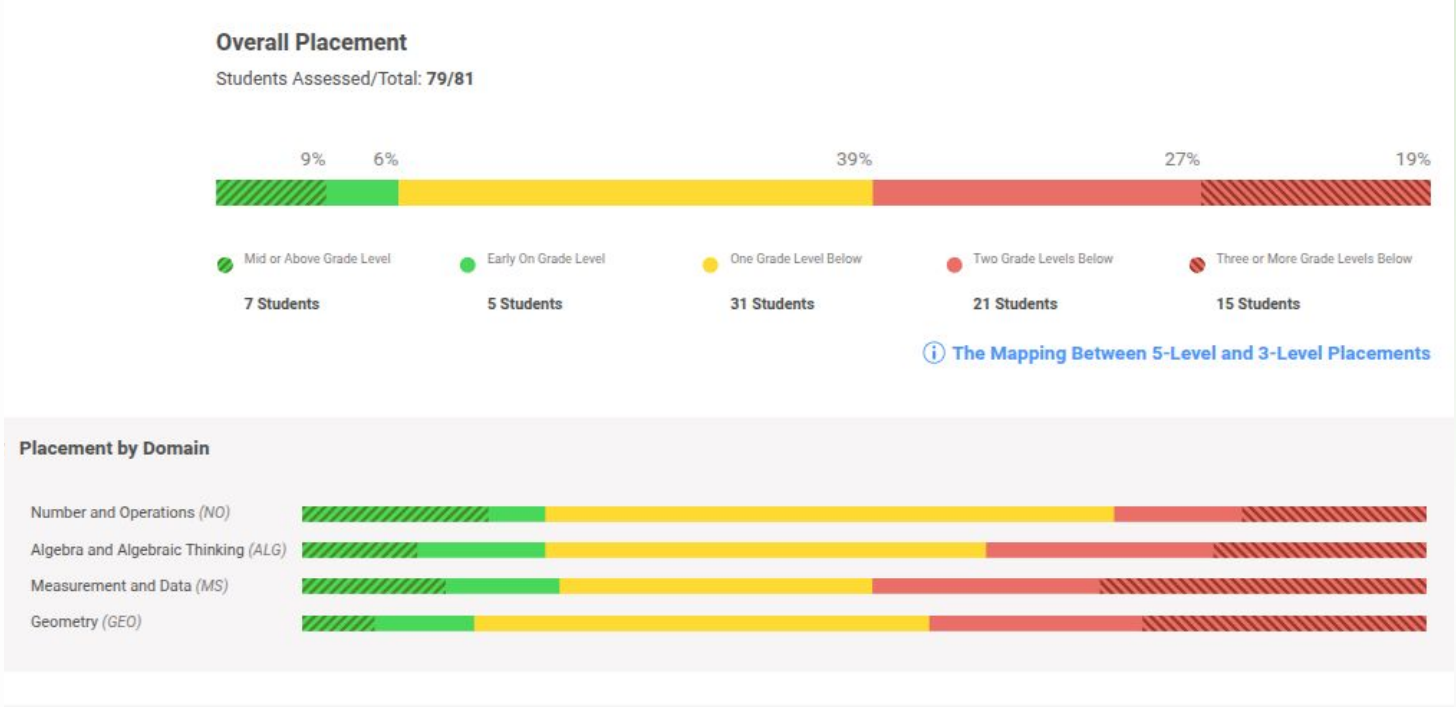
i-Ready BOY Math 2025





FIFTH GRADE

i-Ready BOY Math 2025



Denton Independent School District

E.P Rayzor Elementary

2025-2026 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

We believe all students can learn at high levels. All MEANS ALL.

Value Statement

Values

W - Wisdom: Encourage continuous learning and growth for both students and staff.

O - Optimism: Foster a positive and hopeful environment where everyone believes in their potential.

L - Leadership: Promote leadership qualities in students and staff; empowering them to take initiative and make a difference.

V - Values: Uphold strong moral and ethical values, ensuring integrity and respect in all interactions.

E - Excellence: Strive for excellence in all academic and extracurricular activities, aiming for the highest standards.

S - Support: Provide a supportive and nurturing environment where everyone feels valued and cared for.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

EP Rayzor Elementary is a 24-year-old school in Lantana, TX with a student body of five-hundred and thirty-four students. EP Rayzor was rezoned for the 2024-2025 school year, and the student population increased by approximately 200 students. Additional rezoning for the 2025-2026 further increased enrollment by approximately 30 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 volunteering. The community is very active in supporting the campus. The staff is comprised of a mix of seasoned teachers and new teachers this year. Staff reported a need for more diverse staffing to represent our changing populations and to support the increasing diversity among our students. EP Rayzor added one section to accommodate our growing enrollment.

The school's population consists of:

Student Demographics	
Female: 47.45%	Male: 52.55%
Hispanic-Latino	17.20%
American Indian	1.32%
Asian	10.59%
African American	11.15%
Pacific Islander	0.38%
White	59.36%

Demographics Strengths

- Strong community support with a low mobility rate for students.
- Staff engagement levels are at 85% according to our Gallup Survey.
- Encouragement from staff and opportunities to grow were strengths in the 2024-2025 survey.
- The staff is willing to share information and support the learning of their peers.
- Staff feels we have a strong special programs department and fine arts opportunities for our students.
- Staff holds a variety of degrees including many teachers with graduate degrees.
- Our attendance rate is around 96%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need a strong focus on a schoolwide character education program and aligned behavior expectations.
Root Cause: Due to rezoning, the make-up of our campus has changed, which requires a refocus of our character education and behavior expectations.

Problem Statement 2 (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

- See Addendum for 24-25 STAAR data.
- See Addendum for 24-25 iReady data.
- Our area of focus is on supporting and ensuring that our students are meeting their typical and growth goals in Reading 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.
- The master schedule for the 25-26 school year has been created to assist with students not missing Tier 1 instruction when they are pulled for other services.
- Staff members work with our EXPO teacher to create PBLs or extensions for those students who have mastered the TEKs.
- Our Guiding Coalition is leading professional development to ensure staff are supported to meet the performance objectives as outlined in our CIP.
- Grade-level and vertical teams are using the essentials to guide instruction and intervention.

Student Learning Strengths

- Collaborating and sharing students to support intervention needs.
- Consistent use of MTSS to monitor progress and provide support for students academically and behaviorally.
- 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, whole-group lessons, intervention, and extension.
- PLTs weekly to collaborate on essentials, evidence of learning, intervention, and extension needs.
- Character education and behavior protocol to increase expected student behaviors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need a campus-wide focus on high quality Tier 1 instruction.
Root Cause: EP Rayzor has not met or exceeded Denton ISD's established minimum expectations as a Tier 1 campus.

Problem Statement 2 (Prioritized): We need targeted intervention based on the progress of our campus' identified essential standards.
Root Cause: Students are not meeting typical and stretch growth goals.

School Processes & Programs

School Processes & Programs Summary

- Committees that include multiple stakeholders are used for the hiring of staff members.
- Retaining high-quality teachers is a priority and has been effective.
- The master schedule is created by the guiding coalition and involves input from all stakeholders.
- Multiple opportunities are provided to staff members to participate in and lead committees that help drive the school. Guiding Coalition meets monthly and the Campus Leadership Team meets four times a year to reflect on our progress as a school and evaluate our CIP goal progress.
- Staff development is driven by our Guiding Coalition team which 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.
- PLT's are used to plan, implement curriculum, review, and reflect on student data in order to drive our instruction.
- Grade level and Vertical PLTs 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.
- Staff reported a need for consistently enforcing the norms throughout the building.
- Staff reported a need for pro-active conflict resolution lessons with students to help with discipline issues that are occurring.
- Staff has expressed a need for school-wide continued professional development on our Character Education program as well as best practices when supporting student behaviors.

School Processes & Programs Strengths

- High achievement in assessment results according to local data and state data in most grade levels and subjects.
- Workshop Model used across grade levels
- Strong language arts curriculum and support
- Communication with staff and parents.
- Shared Community values
- Access to needed resources
- Positive reinforcement through 9-week awards assemblies and positive office referrals
- Weekly Clubs decided by students' choice
- Multiple opportunities for students to participate in extracurricular activities, such as Running Club, STUCO, Choir, Art, and STEAM
- Use of district UBD and Birds Eye View documents to plan instruction and create consistency
- Assessments are used often to adapt the curriculum and meet the needs 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
- The campus Leadership teams 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 all learners
- Safety protocols are clear and all staff report they know the safety plan in case of an emergency

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

- Our students, staff, and parents are highly engaged in our school. Staff engagement is at 78% and parent engagement is at 37% reporting in the fully engaged category.
- Attendance is consistently high with a 96% attendance rate.
- Behavior data shows a decrease in office referrals and bullying investigations from the prior year, however, teachers continue to report serious concerns with behavior support in some grade levels.
- Continued learning of our new school-wide character education program as well as consistent use of expectations across our campus
- The counselor provides weekly classroom counseling lessons, small groups, and individual counseling to students and supports parents with multiple resources.Staff have expressed a need for more conflict resolution lessons for our students.
- Our parents are highly 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. Staff is looking to implement data binders to help with parent communication next year.
- Our community is highly 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.
- Staff reported a need for schedules to be interpreted less in some grade levels. Staff that are self-contained did not feel their schedules are consistently changed in a way that is impacting student learning.
- 97% of staff report they feel supported by the administration most of the time
- 97% of staff reported they feel they are supported by their peers
- 71% of staff feel students are supported and protected all of the time.
- Only 50% of staff feel non-English speaking students always have access to information.

Perceptions Strengths

- Community survey shows parents feel welcome at EP Rayzor and that they are treated with respect
- 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 Assistant Principal. They create a plan of support for the student that will be used throughout the year.
- 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’t give up on students and goes above and beyond to support all students
- Opportunities for service projects in every grade level are focused on helping our students understand the importance of giving back to the community.
- 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. 81% of staff feel that the community always supports them, this number has increased 18% from last year.
- Staff report that they want to come to work. Staff report 75% want to come to work all of the time, this number is up 27% from last year.
- The engagement survey showed that staff morale was high and 78% showed high levels of engagement

Priority Problem Statements

Problem Statement 1: We need a campus-wide focus on high quality Tier 1 instruction.

Root Cause 1: EP Rayzor has not met or exceeded Denton ISD's established minimum expectations as a Tier 1 campus.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need targeted intervention based on the progress of our campus' identified essential standards.

Root Cause 2: Students are not meeting typical and stretch growth goals.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We need a strong focus on a schoolwide character education program and aligned behavior expectations.

Root Cause 3: Due to rezoning, the make-up of our campus has changed, which requires a refocus of our character education and behavior expectations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 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 4: Lack of a diverse culture within the school and community.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Acceleration of learning is needed for those students who have mastered the essentials.

Root Cause 5: Effective practices to extend student knowledge when they have mastered their essentials.

Problem Statement 5 Areas: School Processes & Programs

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
- 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
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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
- Enrollment trends

Employee Data

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

Parent/Community Data

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

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 1 minimum expectation score of 88% in Approaches for Math, 3rd Grade STAAR performance, 87% in Approaches for Math, 4th Grade STAAR performance, and 93% in Approaches for Math in 5th Grade STAAR performance.

Evaluation Data Sources: iReady; Interims; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Utilize 1/2 time Math Interventionist to provide support for math in grades K-5. **Strategy's Expected Result/Impact:** Increase student growth on district assessments, iReady, Interims, and STAAR **Staff Responsible for Monitoring:** Teachers, Interventionist, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interventionist - State Compensatory Education (SCE)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Continued use of double-block PLTs to allow time for teachers to collaborate using the instructional framework, including the four critical questions, AFL strategies, and the UbDs. **Strategy's Expected Result/Impact:** Student growth will be monitored through the progress monitoring of student data to ensure students are meeting typical and stretch growth goals. Extended PLT time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth. Students will have increased growth in fact fluency, numeracy skills and a conceptual understanding of mathematical concepts. **Staff Responsible for Monitoring:** Admin Teachers Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitutes - LEF Grant Funds				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Campus Interventionist will provide supplemental instruction, track interventions, and progress monitor for all students who are HB 1416 eligible. **Strategy's Expected Result/Impact:** Students will be identified as Approaches and/or Meets grade level standards on the STAAR assessment. **Staff Responsible for Monitoring:** Teachers Admin Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Funding for additional tutoring - State Compensatory Education (SCE)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Provide relevant professional development at staff meetings and PLTs through the Guiding Coalition and district coordinators. **Strategy's Expected Result/Impact:** Staff will have the needed tools to support their student's growth. Growth on district assessments, iReady and STAAR. **Staff Responsible for Monitoring:** Admin Teachers Interventionist Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Utilize part-time substitute to provide targeted intervention time in grades K-2 three days a week. **Strategy's Expected Result/Impact:** Increase the number of students leaving K, 1st, and 2nd grade on level. **Staff Responsible for Monitoring:** Admin Teachers Interventionist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Substitute - LEF Grant Funds				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Staff Members extend their learning by attending state and national training opportunities. **Strategy's Expected Result/Impact:** Increased student growth on district assessments, iReady, and STAAR Staff-led PD based on learning from state and national conferences. **Staff Responsible for Monitoring:** Admin, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - LEF Grant Funds				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 1 minimum expectation score of 92% in Approaches for Reading, 3rd Grade STAAR performance, 95% in Approaches for Reading, 4th Grade STAAR performance, and 94% in Approaches for Reading in 5th Grade STAAR performance.

Evaluation Data Sources: iReady; Interims; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Continued use of double-block PLTs to allow time for teachers to collaborate using the instructional framework, including the four critical questions, AFL strategies, and the UbDs. **Strategy's Expected Result/Impact:** Student growth will be monitored through the progress monitoring of student data to ensure students are meeting typical and stretch growth goals. Extended PLT time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth. Students will have increased growth in fluency, accuracy, and comprehension skills. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitutes - LEF Grant Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Utilize 1/2 time K-5 Reading Interventionist to support reading. **Strategy's Expected Result/Impact:** Increase student growth on district assessments, iReady, Interims, and STAAR **Staff Responsible for Monitoring:** Teachers Interventionist Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interventionist - State Compensatory Education (SCE)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Staff Members extend their learning by attending state and national training opportunities. **Strategy's Expected Result/Impact:** Increased student growth on district assessments, iReady, and STAAR Staff-led PD based on learning from state and national conferences. **Staff Responsible for Monitoring:** Staff and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Funding for Conferences - LEF Grant Funds				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Campus Interventionist will provide supplemental instruction, track interventions, and progress monitor for all students who are HB 1416 eligible. **Strategy's Expected Result/Impact:** Students will receive targeted instruction in the essential knowledge and skills for language arts in grades 4 & 5. **Staff Responsible for Monitoring:** Reading Interventionist, Administrators, Staff **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Funding for additional tutoring - State Compensatory Education (SCE)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Provide relevant professional development at staff meetings through the Guiding Coalition team and district support. **Strategy's Expected Result/Impact:** Staff will have the needed tools to support their student's growth. Growth on district assessments, iReady, and STAAR. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Utilize part-time substitute to provide targeted intervention time in grades 3-5 three days a week. **Strategy's Expected Result/Impact:** Increase the number of students leaving 3rd, 4th, and 5th grade on level. **Staff Responsible for Monitoring:** Teachers, Interventionist, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $15,000				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By May 2026, 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words, as evidenced by CLI Engage.

HB3 Compass Point

Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Tier 1 instruction on Letter ID, Letter Sounds, and Blends will be implemented with fidelity. **Strategy's Expected Result/Impact:** 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words. Students will end their Pre-K year Kindergarten ready. **Staff Responsible for Monitoring:** Teachers Interventionist Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Intentional PLT time with PreK teachers in our zone to monitor student growth with letter ID, letter sounds, and blends and to collaborate on instructional strategies and intervention plans. **Strategy's Expected Result/Impact:** 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words. Students will end their Pre-K year Kindergarten ready. **Staff Responsible for Monitoring:** Teachers Admin Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Small group intervention on Letter ID, Letter Sounds, and Blends based on progress monitoring data. **Strategy's Expected Result/Impact:** Increased percentage of student who can identify letters, produce letter sounds, and produce blend sounds. **Staff Responsible for Monitoring:** Teachers, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, EP Rayzor Elementary will increase the number of students on grade level or above in Science by 5% as evidenced by students' 5th grade STAAR performance and district report card assessments.

HB3 Compass Point

Evaluation Data Sources: STAAR and Edugence Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Utilizing the district-adopted science curriculum K-5 to ensure quality Tier 1 instruction. **Strategy's Expected Result/Impact:** Use of PLT time to work vertically and with other schools in our zone. Using curriculum with fidelity. Increased number of students on grade level or above in science. **Staff Responsible for Monitoring:** Admin and Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Science vertical K-5 smart goal will help contribute to the success of all students in science at E.P. Rayzor. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May of 2026, the percentage of staff responding "agree" or "strongly agree" to the statement, "In the last seven days, I have received recognition or praise for doing good work" will increase by 0.40%.

Evaluation Data Sources: Gallup Employee Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Administration will define the statement, "In the last seven days, I have received received recognition or praise for doing good work." to provide clarity that recognition and praise may be given from all staff members. **Strategy's Expected Result/Impact:** Greater staff engagement Mean will increase from 3.86% to 4.26% on the Gallup Staff Engagement Survey **Staff Responsible for Monitoring:** Admin Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Feedback from Staff Questionnaire will be shared to communicate ways staff prefer to receive praise and recognition. **Strategy's Expected Result/Impact:** All staff members have ideas and strategies on how to praise colleagues. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Staff will receive praise and recognition through learning walks and walkthroughs. **Strategy's Expected Result/Impact:** Staff will receive positive feedback, praise, and encouragement from peers and admin. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May 2026, EP Rayzor will use evidence-based strategies to maintain a safe, orderly, and well-maintained school environment for all stakeholders, as evidenced by a decreased number of student office referrals and bullying investigations and increased number of positive office referrals.

Evaluation Data Sources: Bully Investigation Reports
eSchool Referral Data
Positive Office Referral Tracking
Family Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Use of Character Strong program schoolwide every day to support promoting good character in our students and make connections to our House System and guidance lessons. **Strategy's Expected Result/Impact:** Decreased office referrals and bullying reports Increased positive office referrals Students miss less instructional time due to behaviors **Staff Responsible for Monitoring:** Admin Counselor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers and staff will use positive office referrals to celebrate positive student behavior. **Strategy's Expected Result/Impact:** Increased number of students making good choices and treating each other with respect. Increased parent involvement through positive interactions. **Staff Responsible for Monitoring:** Counselor Admin Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Create opportunities to raise cultural awareness and appreciation in our school through experiences to ensure all students have a sense of belonging. **Strategy's Expected Result/Impact:** To create a positive learning environment for all students that includes celebrating different cultures and perspectives. **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: A collective commitment to building-wide norms and behavior protocols. **Strategy's Expected Result/Impact:** Ensure a safe environment and healthy relationships between peers, as well as staff and students. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Implementation of the House System based on Character Strong traits to promote positive student and staff behavior. **Strategy's Expected Result/Impact:** Staff and student ownership of behavior Opportunities to build student leaders Growth in character education Increased parent involvement **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By May of 2026, the number of community members who report that they are fully engaged at EP Rayzor will increase from 53% to 58%.

Evaluation Data Sources: Volunteer hours
Participation in school events
Community Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Utilize student performances and curriculum nights for PTA meetings to increase parental involvement. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** PTA, Teachers, and Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Provide opportunities to bring in stakeholders (parents, community members, students, teachers) to discuss careers and help meet our college readiness standards. **Strategy's Expected Result/Impact:** Students will make connections to their learning and real-life experiences. Additionally, community members feel apart of what we do at E.P. Rayzor. **Staff Responsible for Monitoring:** PTA Administration Counselor Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Utilize the Watch D.O.G.S. program to promote the importance of positive male role models for our students. **Strategy's Expected Result/Impact:** Increased male role model's involvement on campus Growth in positive behaviors **Staff Responsible for Monitoring:** Admin Staff PTA **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Host a community feast in November to give back to our community members that support our campus. **Strategy's Expected Result/Impact:** Increased community involvement **Staff Responsible for Monitoring:** Admin Counselor Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Celebrate our EP Rayzor volunteers by hosting events such as a breakfast or luncheon to honor their work on campus. **Strategy's Expected Result/Impact:** Increased parent engagement **Staff Responsible for Monitoring:** Administration Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

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

Name	Position	FTE
Lisa Hanley	Interventionist	NaN
Renee Clark	Reading Recovery	100

Campus Instructional Leadership Team

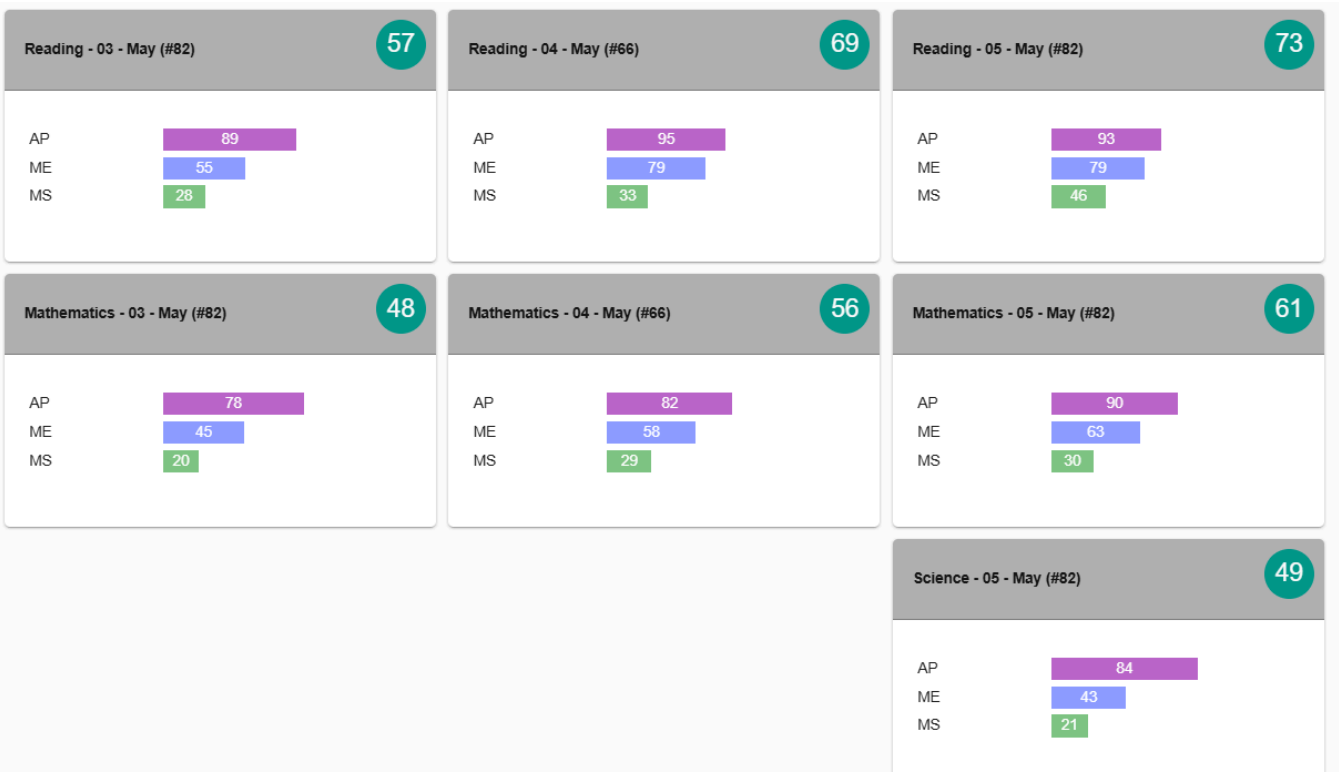
Committee Role	Name	Position
Community Member/Parent	Kourtney Schniederjan	Parent
Classroom Teacher	Destini Hendershott	School Counselor
Classroom Teacher	Sydney Hosler	3rd Grade Teacher
District Representative	Caleb Leath	Director of BIL/ESL
Community Member	Cecilia Holt	Community Member
Classroom Teacher	Joy Swoboda	4th Grade Teacher
Classroom Teacher	Kelly File	Pre-K Teacher
Classroom Teacher	Katie Watkins	2nd Grade Teacher
Parent	Lauren Franklin	Parent/PTA Member
Classroom Teacher	Courtney Branch	Special Education
Classroom Teacher	Rachel Reynolds	Interventionist
Classroom Teacher	Teresa Lynch	1st Grade Teacher
Classroom Teacher	Kyle Malinowsky	5th Grade Teacher
Administrator	Jill Mitchell	Principal
Administrator	Sarah Overstreet	Assistant Principal

Campus Funding Summary

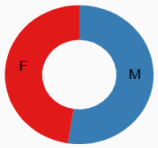
State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Interventionist		$0.00
1	1	3	Funding for additional tutoring		$0.00
1	2	2	Interventionist		$0.00
1	2	4	Funding for additional tutoring		$0.00
1	2	6	Interventionist		$15,000.00
				Sub-Total	$15,000.00

LEF Grant Funds					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Substitutes		$0.00
1	1	5	Substitute		$0.00
1	1	6			$0.00
1	2	1	Substitutes		$0.00
1	2	3	Funding for Conferences		$0.00
				Sub-Total	$0.00

Addendums

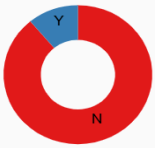

Reading - 03 - May (#82)
57
AP 89
ME 55
MS 28
Reading - 04 - May (#66)
69
AP 95
ME 79
MS 33
Reading - 05 - May (#82)
73
AP 93
ME 79
MS 46
Mathematics - 03 - May (#82)
48
AP 78
ME 45
MS 20
Mathematics - 04 - May (#66)
56
AP 82
ME 58
MS 29
Mathematics - 05 - May (#82)
61
AP 90
ME 63
MS 30
Science - 05 - May (#82)
49
AP 84
ME 43
MS 21

Gender



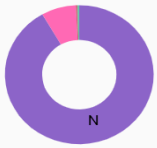
M: 52.43 %
F: 47.57 %

Gifted Tal



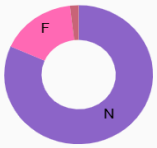
N: 88.95 %
Y: 11.05 %

EB



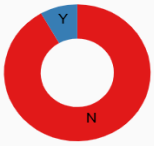
N: 91.76 %
Bil: 7.49 %
Monitoring Y1: 0.37 %
Monitoring Y3: 0.37 %

ED



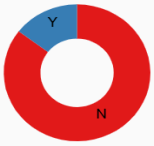
N: 81.65 %
Free: 16.48 %
Reduced: 1.87 %

At Risk



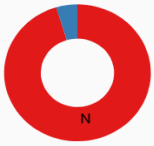
N: 91.76 %
Y: 8.24 %

Special Ed



N: 85.39 %
Y: 14.61 %

504

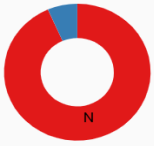


N: 95.32 %
Y: 4.68 %

McKinney Vento

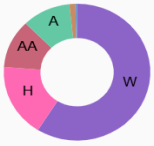
Not Homeless: 100.00 %

Dyslexia



N: 93.45 %
Y: 6.55 %

Ethnicity



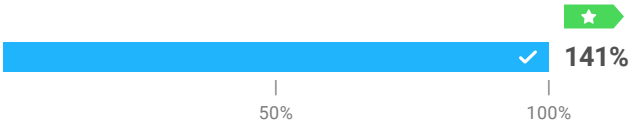
White: 58.99 %
Hispanic: 17.23 %
African. Am.: 11.42 %
Asian: 10.67 %
American Ind.: 1.31 %
Pacific Isl.: 0.37 %

Diagnostic Growth

School	EUGENIA P RAYZOR ELEM SCHOOL
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

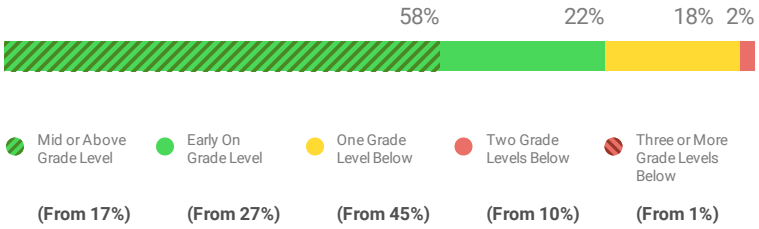
Students Assessed/Total: **459/460**

Progress to Annual Typical Growth (Median)



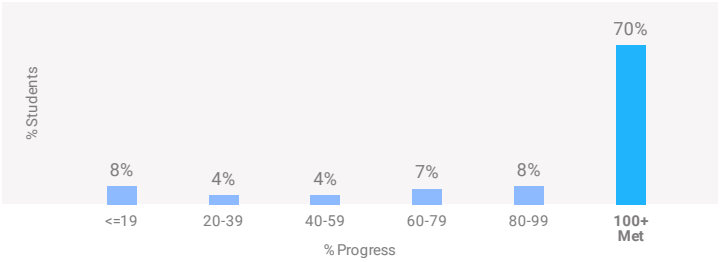
The median percent progress towards Typical Growth for this school is 141%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



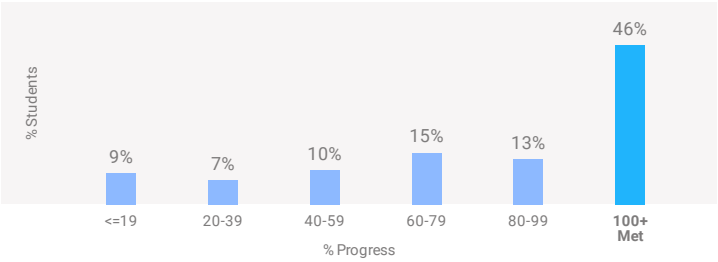
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	116%	61%	85%	40%	84%	62/63
Grade 1	121%	61%	92%	44%	82%	88/88
Grade 2	131%	73%	96%	48%	82%	79/79
Grade 3	155%	73%	92%	46%	76%	82/82
Grade 4	222%	83%	127%	65%	71%	66/66

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Diagnostic Growth

School	EUGENIA P RAYZOR ELEM SCHOOL
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	135%	67%	67%	33%	57%	82/82

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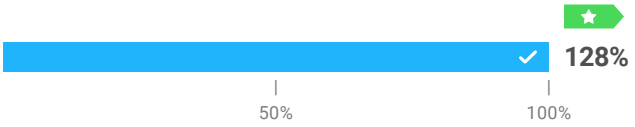
Diagnostic Growth

School	EUGENIA P RAYZOR ELEM SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

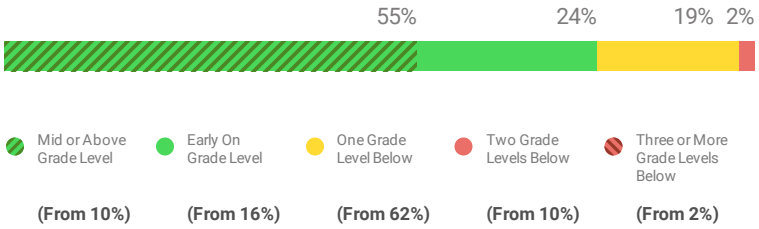
Students Assessed/Total: **459/460**

Progress to Annual Typical Growth (Median)



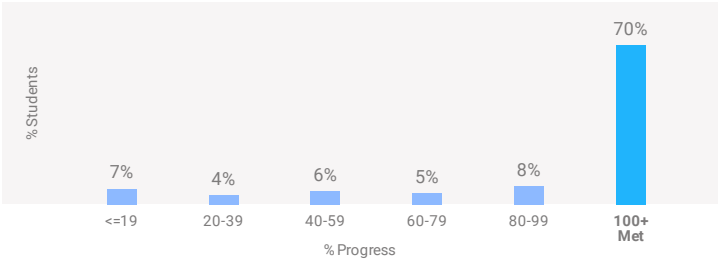
The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



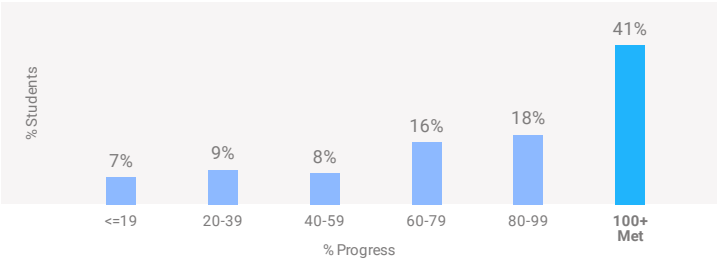
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	118%	56%	91%	44%	73%	62/63
Grade 1	115%	69%	86%	43%	75%	88/88
Grade 2	142%	77%	100%	51%	89%	79/79
Grade 3	109%	62%	80%	28%	74%	82/82
Grade 4	122%	70%	82%	32%	80%	66/66

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Diagnostic Growth

School	EUGENIA P RAYZOR ELEM SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	167%	80%	98%	49%	82%	82/82

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Denton Independent School District

Evers Park Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Evers Park Elementary exists to create a collaborative learning community that fosters continuous growth in an inclusive environment.

La Primaria Evers Park existe para crear una comunidad de aprendizaje colaborativo que fomente el crecimiento continuo en un entorno inclusivo.

Vision

To achieve our mission, we will establish a culture that continuously reflects on the development of growth mindset, connectedness, and innovation through research-based practices as we serve our diverse school community.

Para lograr nuestra misión, estableceremos una cultura que reflexione continuamente sobre el desarrollo de una mentalidad de crecimiento, conectividad e innovación a través de prácticas basadas en investigaciones mientras servimos a nuestra diversa comunidad escolar.

Value Statement

Collective Commitments

1. Together, we will unite our actions and thoughts about our school community so that we can achieve common goals.

2. We will be fully engaged with our school community to build relationships and foster compassion and positive connections.

3. We will foster a growth mindset amongst ourselves and students.

4. We will lead by example through intentional modeling of our expectations and practices.

5. We will be advocates for ourselves and school community with a positive voice.

Compromisos colectivos

1. Juntos, uniremos nuestras acciones y pensamientos sobre nuestra comunidad escolar para que podamos lograr objetivos com

2. Estaremos plenamente comprometidos con nuestra comunidad escolar para construir relaciones y fomentar la compasión y la

3. Fomentaremos una mentalidad de crecimiento entre nosotros y los estudiantes.

4. Predicaremos con el ejemplo mediante el modelado intencional de nuestras expectativas y prácticas.

5. Seremos defensores de nosotros mismos y de la comunidad escolar con una voz positiva.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- What is the average class size, student-to-teacher ratio and student-to-support staff ratio?
- What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?
- Who is our staff and how do their skills align with student needs/demographics? ex. years experience, capacity levels, certifications, race/ethnicity
- Do our special programs align with the needs and desires of our students, parents, and community? Do they align with the philosophy and beliefs of our teachers and administrators? Ex. Gifted/Talented, CTE, Fine Arts.

Evers Park is a neighborhood school nestled in a diverse community, enriched by its highly diverse student population. The student population includes 47% Hispanic/Latino, 20% Black/African American, 21% White, and 12% Other. At 38 years old, Evers Park is one of the historical schools that is part of the Heart of Denton. It is surrounded by the Evers Park ballpark fields and is in close proximity to two major universities: University of North Texas and Texas Woman's University.

Over the past 5 years, the enrollment at Evers Park has been steady with 569-586 students. However, there was a significant increase in enrollment last two years with 689 students in 23-24 and 664 students in 22-23. This year, Ever Park experienced further growth in enrollment with 732 students in grades K-5.

Demographics Strengths

-
  - **Evers Park represents the diversity of the school community.**
  - **Evers Park provides consistent MTSS/RTI intervention and wraparound services to support student success and well-being.**
  - **Evers Park continues to show academic growth in student achievement despite the significant increase in enrollment.**
-

-

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased student enrollment has led to a rise in academic and behavioral needs, straining available resources and impacting student achievement.
Root Cause: Growing enrollment has introduced more students with diverse needs, but current staffing and support systems are insufficient to address these demands effectively.

Student Learning

Student Learning Summary

Analysis of student growth data from BOY to MOY highlighted that while reading showed steady improvement, math continued to lag behind. The trajectory mirrored the previous year, signaling the need for deeper instructional support. In response, the Math Task Force was formed to closely examine math instruction across classrooms.

Through classroom observations, the Task Force noted many strong instructional strategies being implemented; however, these strategies were not translating into measurable student growth. The team's work revealed that what was missing was a consistent and intentional structure for lesson planning and assessment.

This led to the development and adoption of a **common planning protocol**. The protocol ensures teachers rehearse key lessons, anticipate student misconceptions, and design aligned exit tickets to check for understanding. By embedding collaboration, rehearsal, and reflection into planning, the goal is to make the *first teach the best teach* and to create coherence across grade levels in both instruction and assessment.

In addition, our **Guiding Coalition** led a series of **differentiated professional development sessions** focused on Assessment for Learning strategies. Teachers created **personalized walkthrough forms** to gain targeted feedback from their colleagues, further strengthening instructional practices through peer collaboration.

While current STAAR scores reflect a campus rating of C, unchanged from last year, our vision is much higher. At Evers Park Elementary, our goal is to become a **school of excellence**, where every student makes at least one year's growth in reading and math and instruction consistently reflects best practices. The Math Task Force and the implementation of the Planning Protocol are critical steps toward realizing that vision.

We leverage DMTSS and the Essentials Cycles to identify students in need of Tier 2 and Tier 3 interventions. Grade levels effectively use data trackers to guide instructional decisions. Our master schedule is structured to provide dedicated time for interventions without pulling from Tier 1 core instruction. Additionally, K-1 Professional Learning Teams are using mini-labs focused on guided reading and shared reading to enhance early literacy skills.

Student Learning Strengths

- **Collaborative Planning Structures**: Teachers now use a common planning protocol to rehearse key lessons, anticipate misconceptions, and design aligned exit tickets, ensuring the *first teach is the best teach*.
- **Professional Learning & Peer Feedback**: The Guiding Coalition provided differentiated professional development focused on Assessment for Learning strategies. Teachers also created personalized walkthrough forms to receive targeted peer feedback, promoting continuous instructional growth.
- **Data-Driven Decision Making**: Grade levels effectively use data trackers to monitor student progress and guide instructional adjustments. Quick data reviews during planning and Essentials Cycles support timely interventions.

- **Early Literacy Focus**: K-1 Professional Learning Teams engage in mini-labs on guided reading and shared reading, strengthening foundational literacy skills and supporting long-term student growth.
- **Targeted Intervention Systems**: The campus leverages DMTSS and the Essentials Cycles to identify students needing Tier 2 and Tier 3 support. A master schedule provides dedicated time for interventions without reducing Tier 1 instructional minutes.
- **Strong Instructional Practices**: Classroom observations reveal many high-quality strategies already in use, forming a solid base to build consistency and coherence across grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While reading shows growth at Evers Park Elementary, math achievement continues to lag. BOY to MOY data mirrors last year's limited growth, and STAAR results remain at a C rating. Strong instructional strategies are present, but they have not consistently translated into measurable student gains in math.
Root Cause: The absence of a consistent, campus-wide structure for planning, assessment, and monitoring has limited the impact of math instruction. Without a shared protocol, strategies were used in isolation, reducing coherence and preventing the desired growth in student outcomes.

School Processes & Programs

School Processes & Programs Summary

Evers Park strives to create a student focused and inclusive environment through the use of school programs such as, GOAL, Safety Patrol, Teach Denton, Guitar Ensemble, Choir, Cooking Club, and our after school CIS Program. We also utilize our school wide SOAR Student program on Fridays, where students are chosen by their teacher when they are exemplifying the tenets of our SOAR Pledge. We utilize school wide champs and expectations in all areas of the school. Our teachers have a strong focus on formative assessment, data tracking, and student-centered instruction.

- **What systems are in place to address needs and track progress towards intended outcomes or performance objectives?**

1. Formative Assessment Tools
Frequent use of exit tickets, check-ins, observations, pre-assessments, and mastery checks to assess understanding in real time. Teachers adjust instruction based on these informal assessments.

2. Data Collection & Tracking
Widespread use of data trackers, spreadsheets, checklists, and student folders to monitor academic and behavioral progress.Use of digital and handwritten systems to collect and analyze performance data.

3. Small Group Instruction
Regular small group teaching based on assessment data to target specific student needs. Flexible grouping and re-grouping based on data trends and ongoing performance.

4. Student Goal Setting & Self-Assessment
Many teachers involve students in setting personal goals, self-assessing, and tracking their own progress (e.g., charts, rubrics, color-coded visuals). Emphasis on building student ownership of learning.

5. Collaboration and Conferencing
Teacher-student conferences and peer interactions (e.g., turn-and-talks) are used for both formative insights and relationship building. Some mention of collaboration among staff (e.g., shared data at the grade level).

- **How do you use student data to differentiate Tier 1 instruction and to form Tier II and Tier III intervention groups?**

1. Data-Driven Decision Making
Teachers consistently use exit tickets, assessments, running records, pre-assessments, and observations to gather data. Data is used to identify skill gaps, track progress, and guide lesson planning. Several teachers note analyzing trends across Tier 1, 2, and 3 instruction.

2. Strategic Grouping

Small group formation is one of the most frequently mentioned uses of data. Students are grouped by skill level, performance, or specific objectives, often into SOAR groups or intervention tiers. Grouping is flexible, with frequent updates based on ongoing data collection.

3. Continuous Reteaching and Adjustment
Data helps identify misconceptions or gaps that require reteaching, whether in small groups or whole-class settings. Teachers reassess regularly to monitor growth and determine next steps, often looping through this cycle multiple times.

4. Tiered Intervention and Support
Many responses highlight Tier 2 and Tier 3 intervention planning based on specific, ongoing data insights. Data informs when to intensify support, initiate MTSS processes, or move students between tiers.

5. Collaboration and Shared Data Use
Several teachers mention team-based data discussions, sharing students, and co-planning interventions based on common assessments.

- **What specific behavior trends have you noticed in your classroom, and what procedures do you have in place to reduce discipline referrals?**

1. Disrespect & Defiance
Talking back, arguing, non-compliance with adult directions. Disrespect toward peers and teachers, including yelling and unkind language.
2. Disruption & Off-Task Behavior
Excessive talking, interrupting, leaving seats, and refusal to follow CHAMPS or class expectations. General classroom distractions affecting learning.
3. Emotional Dysregulation
Tantrums, eloping, yelling, throwing furniture, and other forms of emotional outbursts. Some students have trouble calming down or controlling frustration and anger.
4. Lack of Motivation & Ownership
Avoiding work, showing helplessness, giving up easily, and blaming others. Difficulty taking responsibility for behavior or academic struggles.
5. Peer Conflict & Social Fatigue
Tension between students, being easily annoyed by others, physical contact without permission.
Students growing tired of peers as the year progresses.
6. "Follower" Mentality
Misbehavior spreading when a few students set negative examples and others follow suit.

- **Common Strategies & Interventions Used**

1. Relationship Building & Classroom Culture
Morning meetings, mood check-ins, circles, consistent relationship-building efforts. Teaching and modeling respectful behavior and problem-solving.

2. Behavior Management Tools
CHAMPS, behavior charts, Class Dojo, point systems, goal-setting, and token economies. Logical consequences and "if-then" behavior charts.

3. Regulation Support & Breaks
Calm corners, breathing exercises, reflection sheets, "cool down" time or rooms. Opportunities to step away and self-regulate before re-engaging.

4. Clear Expectations & Routines
Revisiting expectations regularly, shortening whole group lessons, and structured seating arrangements. Proactive, consistent classroom management and consequences.

5. Positive Reinforcement
WOW boards, BINGO rewards, student jobs, prize incentives, and class-wide goals. Celebrating positive behavior to encourage more of it.

6. Collaboration with Families & Staff
Parent communication, team meetings, counselor involvement, and shared strategies across classrooms.

School Processes & Programs Strengths

Our almost monthly after school event or program that invites families into the school. Our strong PTA and community partnerships which bring an extra layer of support and enrichment to our students. Our clearly defined common language of expectations through SOAR and CHAMPS throughout the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of time before school due to construction to answer common questions about school wide procedures such as discipline, SPED support calls, counselor calls, and common classroom management strategies. Environmental changes, such as building construction, class sizes, and facilities issues have lead to a more difficult time to create a consistent routine in the classroom.
Root Cause: Size of school, facilities issues, changing to a student focused curriculum based on data.

Perceptions

Perceptions Summary

Perceptions Summary:
Overall our Gallup survey of parents showed growth in every section. Our use of school wide procedures and expectations using CHAMPS and Restorative practices has made an impact on student safety and school atmosphere.

Perception Questions we investigated:

1. How do students and staff describe the school and learning environment?
2. How do our parents and community stakeholders describe our school? Do they feel welcomed into the school?
3. How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective?

Perceptions Strengths

Perceptions Strengths:
The Family Gallup Survey shows that our families and community enjoy being at school, feel like they are treated with respect and are encouraged to develop. Our school provides positive feedback and ways for parents to be involved, to the extent they wish to be. The students feel like their work is important and have opportunities to do their best everyday.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Staff Gallup Survey shows that there is a decline in staff engagement. According to the survey, the lowest score was in Question 7, "At work, my opinion seems to count." Significant drops on questions 1, "I know what is expected of me." and 5, "my supervisor cares about me." suggests a drop in personnel work satisfaction.
Root Cause: Our team feels that the results of the survey should be interpreted with caution due to the timeframe and circumstances of which it was filled out. An abundance of new staff members, and a move into a new building and high student enrollment may have contributed to a highly stressful and chaotic environment, as well as a lack of campus relationships that normally form at the beginning of the year,

Priority Problem Statements

Problem Statement 1: While reading shows growth at Evers Park Elementary, math achievement continues to lag. BOY to MOY data mirrors last year's limited growth, and STAAR results remain at a C rating. Strong instructional strategies are present, but they have not consistently translated into measurable student gains in math.

Root Cause 1: The absence of a consistent, campus-wide structure for planning, assessment, and monitoring has limited the impact of math instruction. Without a shared protocol, strategies were used in isolation, reducing coherence and preventing the desired growth in student outcomes.

Problem Statement 1 Areas: Student Learning

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Evers Park Elementary will exceed Tier 5 minimum expectations in math by May 2026, with at least 63% of 3rd graders, 60% of 4th graders, and 71% of 5th graders achieving approaches grade level or higher on the STAAR Math assessment.

High Priority

HB3 Compass Point

Evaluation Data Sources: Common Assessments
Data Trackers for Math Essentials
STAAR Interims
STAAR
I-Ready BOY, MOY, EOY Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: By May of 2026, 75% of students in grades K-5 will meet their annual typical growth target, and at least 50% will meet stretch growth on the i-Ready Math Assessment. December: At least 65% of students in grades K-5 will meet their annual typical growth target in i-Ready Math. March: At least 70 % of students in grades K-5 will meet their annual typical growth and 40% meeting stretch growth in i-Ready Math. **Strategy's Expected Result/Impact:** By meeting i-Ready Math growth measures, students will make at least one year's progress, with many accelerating beyond expectations through stretch growth. This will close gaps, increase grade-level readiness, and drive STAAR Math performance above Tier 5 expectations, moving the campus toward its goal of becoming a school of excellence. **Staff Responsible for Monitoring:** Teachers Team Leads Administrators Math Specialist CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: By May 2026, 100% of Math teachers will consistently implement the Evers Park Planning Protocol during weekly math planning day. **Strategy's Expected Result/Impact:** As a result, instruction will be planned from student data, assessments will align to instruction and rigor through team collaboration, content will be aligned across grade levels, and students will demonstrate mastery of essential standards through high-yield instructional practices. **Staff Responsible for Monitoring:** Teacher Leaders Administrators CIP Progress Monitoring: CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By May 2026, all grade levels will implement daily SOAR Time as designated on the master schedule to provide targeted intervention and enrichment. Interventions and extensions will primarily take place in the classroom, with identified students receiving additional support from interventionists. Grades 3-5 will implement two SOAR sessions daily to maximize student growth opportunities. **Strategy's Expected Result/Impact:** Students will receive intentional, targeted support in essential standards that addresses learning gaps and extends mastery. **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - Title I, Part A - $83,256, Reading Interventionist - Title I, Part A - $41,196, Reading Interventionist - Title I, Part A - 2556 - $41,196				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Teachers in grades K-5 will implement with fidelity Math Workshop including Daily Numeracy and Fact Fluency which is reflected in the Master Schedule. Teachers will pull intentional small groups based on formative assessment data during Tier 1 instruction. **Strategy's Expected Result/Impact:** Reduction in student learning gaps, and increase in mastery of grade-level math essential standards. **Staff Responsible for Monitoring:** Team Leaders Administrators CLT Math Task Force **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Evers Park Elementary will exceed Tier 5 minimum expectations in reading by May 2026, with at least 77% of 3rd graders, 78% of 4th graders, and 70% of 5th graders achieving approaches grade level or higher on the STAAR Reading assessment.

High Priority

HB3 Compass Point

Evaluation Data Sources: Common Assessments
Data Trackers for ELAR Essentials
STAAR Interims
STAAR
I-Ready BOY, MOY, EOY Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: By May of 2026, at least 75% of students in grades K-5 will meet their annual typical growth target, and at least 50% will meet stretch growth. on i-Ready Reading Assessment. December - At least 65% of students in grades K-5 will meet their annual typical growth in i-Ready Reading. March - At least 75% of students in grades K-5 will meet their annual typical growth target, and at least 50% will meet stretch growth. **Strategy's Expected Result/Impact:** By meeting i-Ready Reading growth measures, students will make at least one year's progress, with many accelerating through stretch growth. This will close literacy gaps, improve grade-level readiness, and drive STAAR Reading performance above Tier 5 expectations, moving Evers Park toward its goal of becoming a school of excellence. **Staff Responsible for Monitoring:** CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: By May 2026, 100% of ELAR teachers will consistently implement the Evers Park Planning Protocol during weekly ELAR planning day. **Strategy's Expected Result/Impact:** As a result, instruction will be planned from student data, assessments will align to instruction and rigor through team collaboration, content will be aligned across grade levels, and students will demonstrate mastery of essential standards through high-yield instructional practices. **Staff Responsible for Monitoring:** Teacher Leaders Administrators CIP Progress Monitoring: CLT **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By May 2026, all grade levels will implement daily SOAR Time as designated on the master schedule to provide targeted intervention and enrichment. Interventions and extensions will primarily take place in the classroom, with identified students receiving additional support from interventionists. Grades 3-5 will implement two SOAR sessions daily to maximize student growth opportunities. **Strategy's Expected Result/Impact:** Students will receive intentional, targeted support in essential standards that addresses learning gaps and extends mastery. **Staff Responsible for Monitoring:** Team Leaders Administrators CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: By May 2026, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in guided reading and end the year On-Level. **Strategy's Expected Result/Impact:** 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. Mastery of phonological awareness, phonics, and comprehension skills across the text bands. **Staff Responsible for Monitoring:** Team Leaders Literacy Specialists Administrators CLT				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: By May 2026, K-5 teachers will provide daily guided reading with leveled text for all below-level readers, while on-level and advanced readers will continue to receive targeted small-group instruction (book clubs, conferring, strategy groups). Instruction will emphasize mastery of phonological awareness, phonics, vocabulary, and comprehension skills across text bands. **Strategy's Expected Result/Impact:** All students will receive differentiated reading instruction aligned to their instructional level. Students will demonstrate one year's growth or more in reading proficiency as measured by i-Ready diagnostics, F&P benchmarks, and classroom formative assessments. **Staff Responsible for Monitoring:** Team Leaders Literacy Specialists Administrators CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By June 2026, 46% of Emergent Bilingual students at Evers Park Elementary will meet expected progress on TELPAS.

High Priority

HB3 Compass Point

Evaluation Data Sources: TELPAS ratings and composite scores

i-Ready Reading/Math diagnostics (BOY, MOY, EOY)

F&PL benchmarks

Common formative assessments

Student data trackers/goal-setting sheets

Walkthrough data (language objectives, instructional practices)

Lesson plans and Planning Protocol documentation

DMTSS/Essentials Cycle intervention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: By May 2026, all grade levels will engage in at least three calibration sessions using TELPAS rubrics as part of ongoing professional development. These sessions will focus on curriculum alignment, assessment practices, and language acquisition strategies to build teacher capacity in serving Emergent Bilingual students. **Strategy's Expected Result/Impact:** Teachers will demonstrate greater consistency and accuracy in evaluating EB student writing and speaking samples. This alignment will result in more targeted instruction, contributing to increased TELPAS progress rates campus-wide. **Staff Responsible for Monitoring:** CLT Emergent Bilingual Specialist Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Walkthroughs will show 80% of classrooms posting and referencing both content and language objectives by May 2026. **Strategy's Expected Result/Impact:** Emergent Bilingual students will consistently engage with grade-level content while developing academic language. **Staff Responsible for Monitoring:** Emergent Bilingual Specialist Administrators CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By May 2026, 100% of EB students will set and track at least one personal TELPAS goal in their student data folders. **Staff Responsible for Monitoring:** EB Teachers Administrators Emergent Bilingual Specialist CLT **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, Evers Park Elementary will embed schoolwide behavioral and self-management practices into daily routines through the implementation of CHAMPS, Restorative Practices, and Zones of Regulation, ensuring students have consistent tools for self-regulation and positive behavior.

Evaluation Data Sources: Office discipline referral data (frequency and type of incidents)

Attendance and tardy records

Teacher and administrator walkthrough data (evidence of CHAMPS, Restorative Practices, Zones routines in use)

Student climate/engagement survey results

Parent survey results on school climate

Staff feedback and reflection logs (implementation fidelity checks)

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: By May 2026, Gallup Engagement Survey data will show measurable growth in the domains of belonging, safety, and positive relationships due to the Implementation of the Ron Clark Academy House System. Through house connections, students will gain a "crew with a cause," promoting teamwork, accountability, and school pride. Together, these strategies will foster a safe and healthy climate that supports both self-regulation and academic success. **Strategy's Expected Result/Impact:** By effectively implementing SEL strategies and the Ron Clark Academy House System, students will strengthen self-regulation skills, feel a greater sense of belonging, and engage more positively in their learning community. This will result in fewer behavior incidents, stronger academic progress, and a safe, healthy climate that supports excellence for all students. Teacher feedback will reflect increased effectiveness of SEL strategies and House System in building a positive, collaborative campus culture. **Staff Responsible for Monitoring:** House Leaders Administrators **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Evers Park has a Behavior Specialist and a Community in Schools Day Program teacher who in collaboration with our school counselor, provides training, lessons/resources and support for self-regulation. **Strategy's Expected Result/Impact:** Teachers will be able to offer effective, research-based SEL lessons to students. Behavior Specialist supports teachers through effective classroom management techniques and student behavior interventions and plans. **Staff Responsible for Monitoring:** Counselors Behavior Specialist Administrators CLT **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Behavior Specialist - Title I, Part A - $75,324, Community in Schools - Title I, Part A - $25,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By May 2026, Evers Park Elementary will ensure a consistent and supportive environment by implementing CHAMPS, Restorative Practices, and Zones of Regulation across all classrooms. In addition, the Essential Four framework of skills will be taught school-wide through guidance lessons so that all students develop tools for personal and academic success. **Strategy's Expected Result/Impact:** Decrease office discipline referrals by at least 10% each semester through consistent use of CHAMPS, Restorative Practices, and Zones of Regulation. Increase percentage of students demonstrating self-regulation on teacher SEL checklists or classroom data trackers. At least 90% of students will report a sense of belonging and connection to their school community on student surveys by May 2026. Active participation in the Ron Clark Academy House System will be evident through house events, mentoring, and recognition systems, with all students placed in and engaged with a house. **Staff Responsible for Monitoring:** SEL Team Administrators **Title I:** 2.51, 2.53, 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: By May 2026, the master schedule will include a daily time for community building and self-management routines, during which teachers facilitate a morning meeting, circle, or targeted lesson based on student need. **Strategy's Expected Result/Impact:** Students will strengthen relationships, practice self-management skills, and demonstrate improved engagement and behavior, leading to fewer discipline incidents and increased instructional time. **Staff Responsible for Monitoring:** SEL Team Administrators CLT **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Substitutes for PLT - Title I, Part A - $2,895				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May of 2026, Evers Park will increase staff-to-staff recognition and appreciation as evidenced by staff-to-staff shout-outs and newsletters to cultivate and nurture a positive culture. We will increase community events/partnerships and effective communication with students, staff, and parents.

Evaluation Data Sources: Parent and Family Engagement Survey
Teacher Engagement Survey
Student and Teacher Feedback
Sign-In Sheets from Family Events
Enrollment Numbers in Extracurricular Clubs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff-to Staff Recognition and Appreciation. Shout-Out Systems: Continue or expand staff-to-staff shout-outs through Kudos and Kinds Words in our weekly staff newsletter and the Sunshine's Shoutouts placed in teachers' boxes. Wellness & Appreciation Events: Schedule quarterly staff appreciation breakfasts, potlucks, social hours and wellness activities. **Strategy's Expected Result/Impact:** By expanding shout-out systems and hosting regular wellness and appreciation events, staff will feel valued and supported, leading to stronger morale, increased collaboration, and a more positive and connected school culture. **Staff Responsible for Monitoring:** Sunshine Committee CLT **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: At least 75 % of families will participate in at least one family engagement night by May 2026. Post-event surveys will show 80% or more of families report feeling more connected to the school. **Strategy's Expected Result/Impact:** Increased family participation and positive survey feedback will strengthen school-home connections, build trust, and foster a more engaged and supportive community for student success. **Staff Responsible for Monitoring:** CLT Family and Parent Engagement Committee **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Supplies and Snacks - Title I, Part A - $3,613				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: At least 90% of families will receive and access the school's newsletter, with open/click rates improving by 10% each semester. All communication will be provided in English and Spanish, ensuring equitable access for families. **Strategy's Expected Result/Impact:** Consistent, bilingual communication will ensure equitable access for all families, with at least 90% engaging in school newsletters and improving open/click rates by 10% each semester, resulting in stronger trust, inclusion, and family-school partnerships. **Staff Responsible for Monitoring:** Administrators CLT **Title I:** 2.52				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Evers Park Campus Leadership Team

Committee Role	Name	Position
Paraprofessional	Wendy Salazar	Receptionist
Parent	Janethia Buckley	Parent
Parent	Dinora Padilla	Parent
Administrator Intern	Amy James	Assistant Principal Intern
Community Representative	Asha Caldwell	DATC
Paraprofessional Team Lead	Vanessa Rodriguez	School Secretary
Business Representative	Marla Suarez	Communities in School
Business Representative	Cornelius Anderson	UNT Professor
Community Representative	Cathy Hull	Former Denton ISD Teacher; Business Owner
PTA Representative	Karen Jones	PTA President
District Representative	Jennifer Davis	Elementary Math Curriculum Coordinator
Administrator	Erin Vennell	Principal
Administrator	Erin Staniszewski	Assistant Principal
Counselor	Sara Chavez	Counselor
Team Lead	Gwen Rosewell	Special Areas
Team Lead	Katherine Galmore	Special Education
Team Lead	Alice Vazquez	Fifth
Team Lead	Abigail Adams	Fourth
Team Lead	Hannah Jones	Third
Team Lead	Julieta Gallardo	Second
Team Lead	Lexi Taylor	First
Team Lead	Reyna Reyes	Kindergarten

Campus Funding Summary

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Reading Interventionist		$41,196.00
1	1	3	Math Interventionist		$83,256.00
1	1	3	Reading Interventionist	2556	$41,196.00
2	1	2	Community in Schools		$25,000.00
2	1	2	Behavior Specialist		$75,324.00
2	1	4	Substitutes for PLT		$2,895.00
2	2	2	Parent Involvement Supplies and Snacks		$3,613.00
				Sub-Total	$272,480.00

Addendums

Leadership Data Dig

STAAR Performance Calculation Report

Calculate your Campus Overall STAAR Performance:

STAAR Performance Calculation Report						
	RLA	Math	Science	Social Studies	Total	%age (Rounded to whole number
Total Tests	352	352	134		838	
Approaches GL or Above	253	196	60		509	61%
Meets GL or Above	160	112	22		294	35%
Masters GL	73	50	10		133	16%
					Total Percentage Points	112
					Component Score	37

Leadership Data Dig - Evers Park Overall

STAAR Performance-RLA		
Calculation Report		
	#	%
Total Tests	352	
Approaches GL or Above	253	72
Meets GL or Above	160	45
Masters GL	73	21
Total Percentage Points		138
Component Score		46
Scale Score (If Domain I)		74

STAAR Performance- Math		
Calculation Report		
	#	%
Total Tests	352	
Approaches GL or Above	196	56
Meets GL or Above	62	18
Masters GL	50	14
Total Percentage Points		88
Component Score		29
Scale Score (If Domain I)		55

STAAR Performance- Science		
Calculation Report		
	#	%
Total Tests	134	
Approaches GL or Above	60	45
Meets GL or Above	22	16
Masters GL	10	7
Total Percentage Points		68
Component Score		23
Scale Score (If Domain I)		50

Leadership Data Dig - 3rd Grade

STAAR Performance- RLA		
Calculation Report		
	#	
Total Tests	105	
Approaches GL or Above	77	73%
Meets GL or Above	46	44%
Masters GL	22	21%
Total Percentage Points		138
Component Score		46
Scale Score (If Domain I)		74

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	109	
Approaches GL or Above	54	50%
Meets GL or Above	32	29%
Masters GL	11	10%
Total Percentage Points		89
Component Score		30
Scale Score (If Domain I)		56

Leadership Data Dig - 3rd Grade Spanish

STAAR Performance - RLA		
Calculation Report		
	#	%
Total Tests	10	
Approaches GL or Above	4	40%
Meets GL or Above	0	0
Masters GL	1	1%
Total Percentage Points		41
Component Score		14
Scale Score (If Domain I)		42

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	6	
Approaches GL or Above	3	50%
Meets GL or Above	2	33%
Masters GL	0	0
Total Percentage Points		83
Component Score		28
Scale Score (If Domain I)		54

Leadership Data Dig - 4th Grade

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	91	
Approaches GL or Above	70	77
Meets GL or Above	38	42
Masters GL	9	10
Total Percentage Points		129
Component Score		43
Scale Score (If Domain I)		72

STAAR Performance - Math.		
Calculation Report		
	#	%
Total Tests	98	
Approaches GL or Above	52	53%
Meets GL or Above	25	26%
Masters GL	12	12%
Total Percentage Points		91
Component Score		30
Scale Score (If Domain I)		56

Leadership Data Dig - 4th Grade Spanish

Calculate your STAAR Performance: by grade level for each subject

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	13	
Approaches GL or Above	5	38%
Meets GL or Above	4	31%
Masters GL	1	8%
Total Percentage Points		77
Component Score		26
Scale Score (If Domain I)		52

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	6	
Approaches GL or Above	2	33%
Meets GL or Above	0	0
Masters GL	1	17%
Total Percentage Points		50
Component Score		17
Scale Score (If Domain I)		45

Leadership Data Dig - 5th Grade

Calculate your STAAR Performance: by grade level for each subject

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	112	
Approaches GL or Above	82	73%
Meets GL or Above	66	59%
Masters GL	38	34%
Total Percentage Points		166
Component Score		55
Scale Score (If Domain I)		83

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	117	
Approaches GL or Above	77	67%
Meets GL or Above	48	41%
Masters GL	26	22%
Total Percentage Points		130
Component Score		43
Scale Score (If Domain I)		72

STAAR Performance- Science		
Calculation Report		
Total Tests	117	
Approaches GL or Above	56	48%
Meets GL or Above	20	17%
Masters GL	10	9%
Total Percentage Points		74
Component Score		25
Scale Score (If Domain I)		51

Leadership Data Dig - 5th Grade Spanish

Calculate your STAAR Performance: by grade level for each subject

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	21	
Approaches GL or Above	15	72%
Meets GL or Above	5	24%
Masters GL	2	10%
Total Percentage Points		106
Component Score		35
Scale Score (If Domain I)		60

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	16	
Approaches GL or Above	8	50%
Meets GL or Above	4	25%
Masters GL	0	0
Total Percentage Points		75
Component Score		25
Scale Score (If Domain I)		51

STAAR Performance- Science.		
Calculation Report		
Total Tests	17	
Approaches GL or Above	4	24%
Meets GL or Above	4	24%
Masters GL	0	
Total Percentage Points		48
Component Score		16
Scale Score (If Domain I)		44

Leadership Data Dig

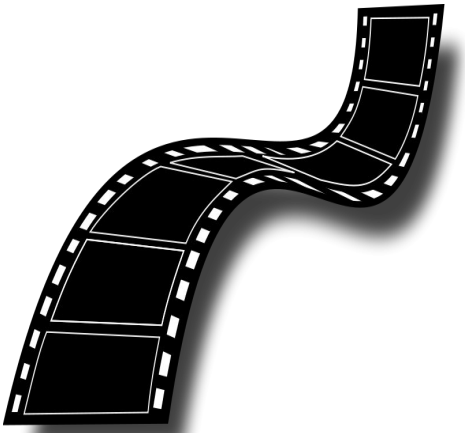
Reflect on the following:

What is your STAAR Performance Score for your campus?	What is your performance level score per subject? Which is your strongest? Which is your area of needed growth?
What is your performance level score per grade level? Which is your strongest? Where is opportunity for growth?	

Master Schedule Implications

How does your data impact your master schedule?
What shifts will need to be made prior to finalizing student schedules?

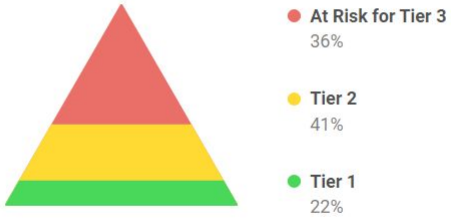
Guiding Questions



I-Ready BOY,MOY, EOY Reading

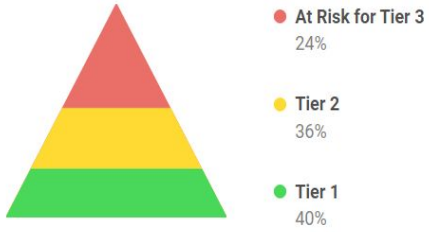
BOY 2023

Overall Placement



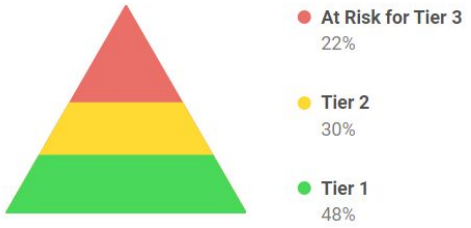
MOY 2023

Overall Placement



EOY 2024

Overall Placement

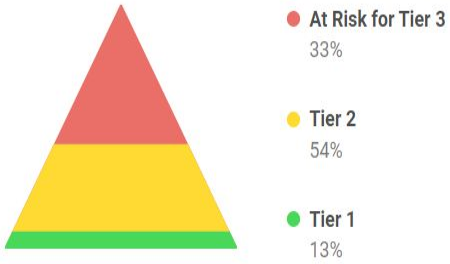


- 26 point increase in Tier 1 from BOY to EOY

I-Ready BOY vs. MOY Math

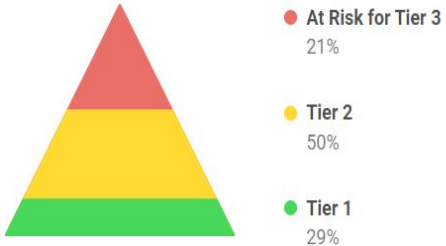
BOY 2023

Overall Placement



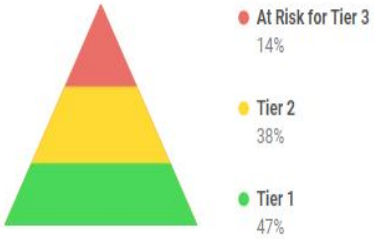
MOY 2023

Overall Placement



EOY 2024

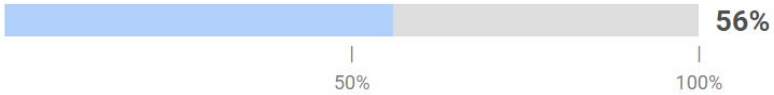
Overall Placement



- 34 point Increase in Tier 1 from BOY to EOY

February 2024 Math

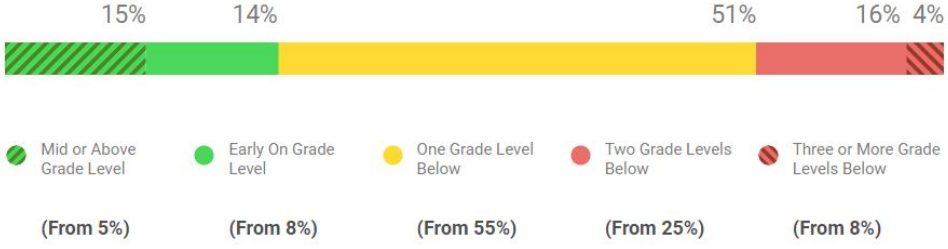
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

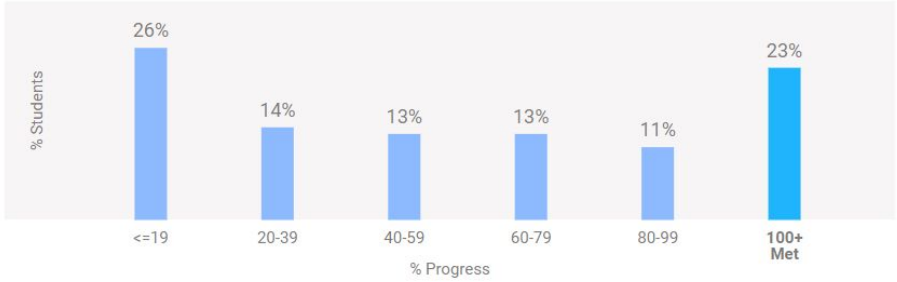
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

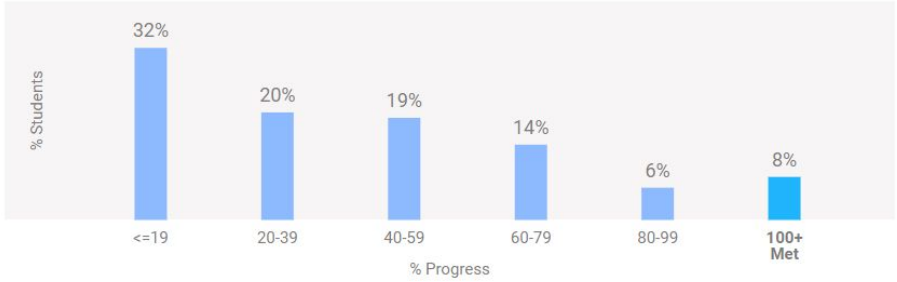
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

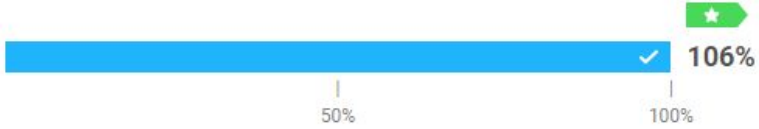
Stretch Growth®



May 2024 Math

Students Assessed/Total: **684/713**

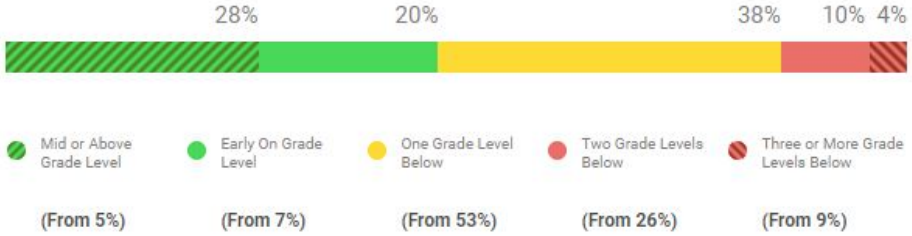
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

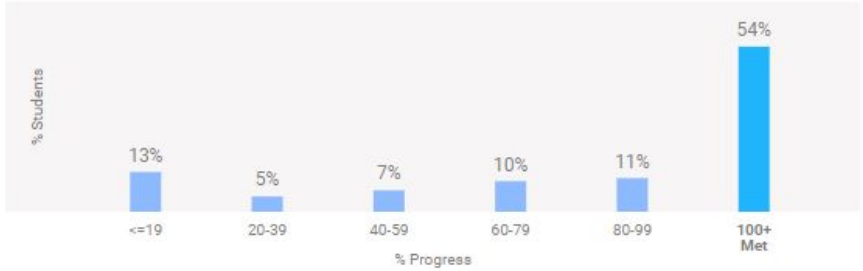
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

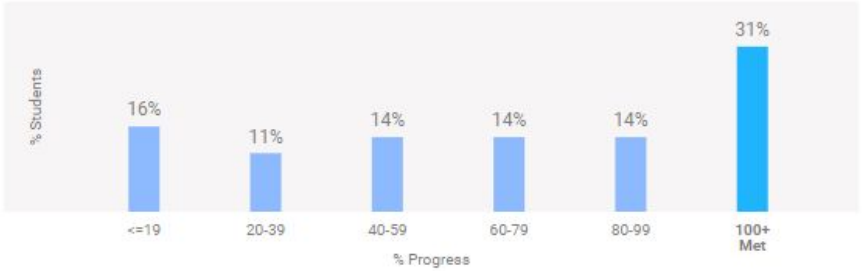
Distribution of Progress to Annual

Typical Growth



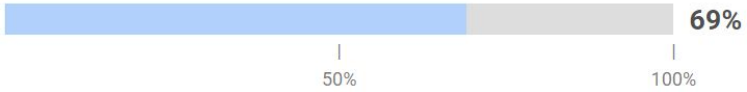
Distribution of Progress to Annual

Stretch Growth®



February 2024 Reading

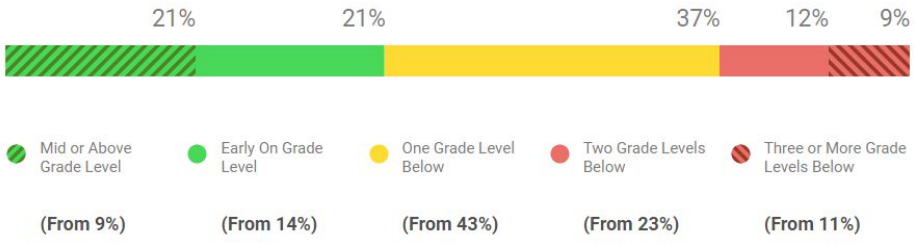
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

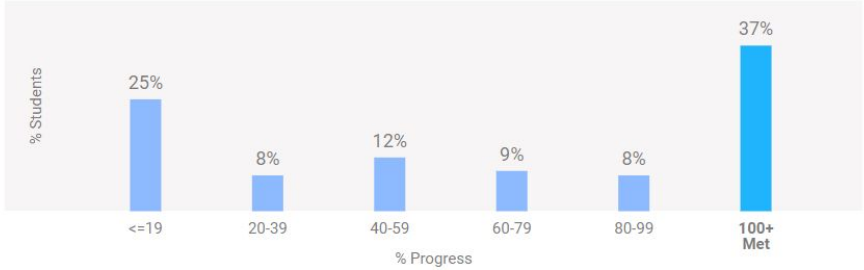
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

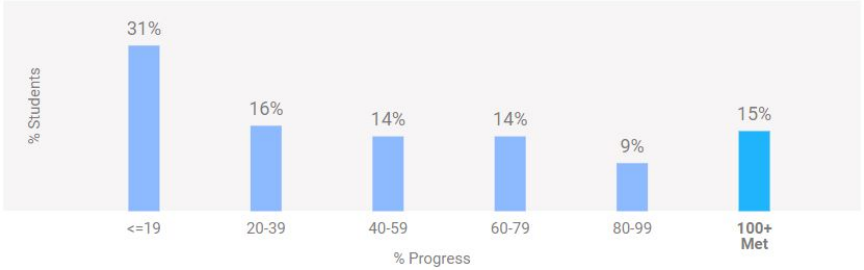
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

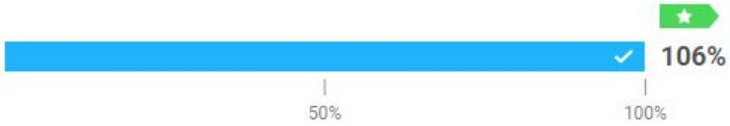
Stretch Growth®



May 2024 Reading

Students Assessed/Total: **625/713**

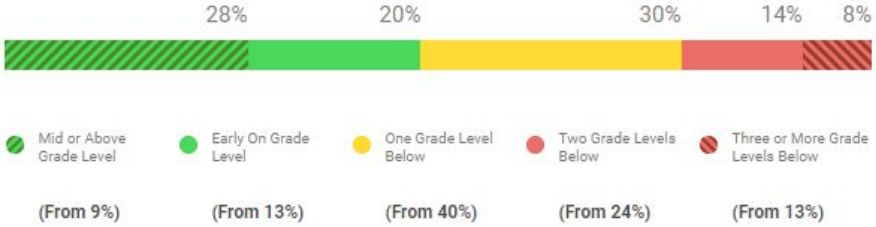
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

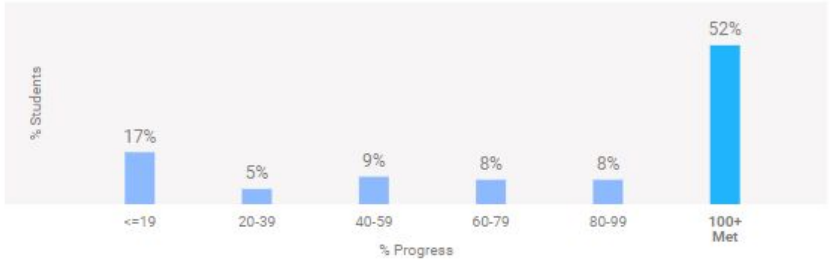
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

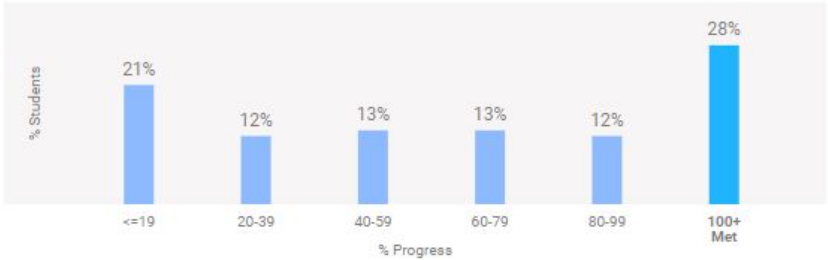
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Denton Independent School District

Fred Hill Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hill Elementary is a vibrant school community serving students from kindergarten through fifth grade. Our student population reflects a wide range of cultural and linguistic backgrounds, with significant representation across Hispanic, Black/African American, Asian, White, and multiracial groups. We serve students in specialized programs including Special Education, Bilingual/ESL, and At-Risk, ensuring that every child's needs are supported. Attendance and mobility are monitored closely to provide stability and consistency in learning, and discipline is addressed proactively to promote a positive school climate. Our staff includes highly qualified teachers and paraprofessionals who bring a balance of experience and new perspectives, supported by ongoing professional development and a focus on teacher retention. With strong community partnerships, Hill Elementary is committed to preparing students for future success through equitable access to advanced coursework, College, Career, and Military Readiness (CCMR) opportunities, and enrichment programs that nurture the whole child.

Current Building Name	Grade	Hispanic Total	Asian Total	Black/African American Total	American Indian/Alaska Native Total	Native Hawaiian/OPI Total	White T
Fred Hill El	01	15	9	19	0	0	10
	02	14	10	24	2	0	13
	03	13	10	14	0	0	12
	04	13	2	13	0	0	12
	05	9	7	13	0	0	8
	KG	18	20	18	3	0	14
	PK	7	15	12	1	0	5

Demographics Strengths

Administration at Hill Elementary has worked to recruit and hire staff to meet the needs of student learners. As a newly opened campus, administrators are committed to partnering with Human Resources and district leaders to recruit and retain highly qualified staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Hill Elementary our students and families do not know each other and are all new to Hill.
Root Cause: Hill Elementary is a brand new campus with students that have transferred in from all over DISD and students that were rezoned from multiple campuses in DISD.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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

Employee Data

- Professional learning communities (PLC) data

Compass Points

Compass Point 1: Excellence in Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, Hill Elementary students' Approaches % rate on the STAAR Mathematics assessment will meet or exceed the district's established minimum expectation for Tier 3 campuses of 74% in 3rd grade, 72% in 4th grade, and 81% in 5th grade by May 2025.

Evaluation Data Sources: STAAR Mathematics Approaches/Meets/Masters % results
Common Formative Assessments
Exit Tickets
STAAR Interim
Report Card Assessments
iReady Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Implement daily small-group math interventions based on formative assessment data. **Strategy's Expected Result/Impact:** Improvement on student achievment as evidenced by CFAs, collaborative planning, based on district instructional framework **Staff Responsible for Monitoring:** Admin Team, Classroom Teachers are responsible for implementation of small groups based on CFAs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All teachers will attend district and campus targeted professional development in high-yield math instructional strategies (e.g., Number Talks, problem-solving frameworks). **Strategy's Expected Result/Impact:** Improvement in student achievement as evidenced by CFAs, collaborative planning. **Staff Responsible for Monitoring:** Admin team Grade level teachers Guiding coalition **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Monitor student progress using student data trackers **Strategy's Expected Result/Impact:** Improved student achievement as evidenced by district and state assessments. **Staff Responsible for Monitoring:** Grade Level Teachers Admin Team **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, Hill Elementary students' Approaches % rate on the STAAR Reading assessment will meet or exceed the district's established minimum expectation for Tier 3 campuses of 80% in 3rd grade, 86% in 4th grade, and 83% in 5th grade by May 2025.

Evaluation Data Sources: STARR
iReady Mastery Checks
STAAR Interim
Exit Tickets
Common Assessments
Report Card Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Implement daily guided reading and small-group literacy interventions aligned to student data. **Strategy's Expected Result/Impact:** Student achievement as evidenced by state and district assessments and common formative assessments **Staff Responsible for Monitoring:** Classroom Teachers Admin Team **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Monitor student progress using student data trackers **Strategy's Expected Result/Impact:** Improved student achievement as evidenced by district and state assessments. **Staff Responsible for Monitoring:** Grade Level Teachers Admin Team **ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 3: In alignment with the district's tiered minimum performance benchmarks, Hill Elementary students' minimum expectation for Tier 3 campuses of 48% in Approaches for 5th-grade Science STAAR performance.

Evaluation Data Sources: Progress Monitoring for Science
STAAR Interim
STAAR
District Mastery Checks

Compass Point 1: Excellence in Student Outcomes

Performance Objective 4: By the end of the 25-26 school year, 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words, as evidenced by CLI engage.

Evaluation Data Sources: CLI Engage

Compass Point 1: Excellence in Student Outcomes

Performance Objective 5: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence in Student Outcomes

Performance Objective 6: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2025, at least 75% of staff will be engaged in the school community as measured by the Gallup Survey.

Evaluation Data Sources: Gallup Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The guiding coalition will implement the mentorship program to address question 5: my supervisor or someone at work, seems to care about me as a person. **Strategy's Expected Result/Impact:** Improved staff engagement **Staff Responsible for Monitoring:** Guiding Coalition Admin Team **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May 2025, at least 85% of students and family will be engaged in the school community as measured by the district survey.

Evaluation Data Sources: Thought Exchange Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Implement a house system to foster relationships between students and staff members across the campus, outside of their grade level teams. **Strategy's Expected Result/Impact:** Increases student and parent engagement **Staff Responsible for Monitoring:** Culture Council Committee Guiding Coalition Admin Team				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Site Based Decision Making Committee

Committee Role	Name	Position
Community Partnership Representative	Asha Caldwell	Community Member
Parent Representative	Shanon Edgar	Parent
Shine & Share Representative	Ericka Pomponio	Teacher
Light House Committee Representative	Joy Kirven	Teacher
Culture Council Representative	Genevieve Hart	Teacher
Campus Representative	Joslyn Sandlin	Librarian
Campus Representative	Gabrielle Smith	Counselor
Assistant Principal	Caroline Brown	Assistant Principal
Principal	Kascie Blough	Principal

Denton Independent School District

Hawk Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

To create successful learners

Vision

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

Works collaboratively to ensure the emotional, social, and academic success of our children

Collaborates and aligns our curriculum in vertical and grade level teams

Celebrates the successes of our students and teachers

Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations

Is innovative and uses technology to prepare our children for the world in which they live

Has fun!

Value Statement

In order to achieve our vision we have made the following commitments:

We will compassionately support our children, staff, and school.

We will provide a school environment that promotes learning, social responsibility, and critical thinking.

We will model, mentor, teach, and support one another in our professional development with a positive attitude.

We will maintain a compassionate and positive attitude.

We will engage in professional, open, and honest communication that is built on a foundation of trust.

We will implement interventions that will support student success.

We will continually seek to grow and develop as professionals.

We will model risk-taking to promote a growth mindset.

Hawk Values:

Courageous

Collaborative

Connected

Compassionate

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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:

- Current enrollment of 610
- Average daily attendance is 96.93% - up from 95.46% the previous year
- Balanced ratio of females/males (50.6%/49.4%).
- The population consists of the following ethnicities: White 55.61%, Hispanic 20.33%, African American 6.18%, Asian 9.43%, Native Hawaiian/Other Pacific Island 0.16%, and Two or More Races 8.13%.
- The Economically Disadvantaged percentage has increased slightly over the last 5 years. Free 14.47% (89 students), Reduced 4.88% (30 students).
- The campus has both inclusion and self-contained special education classrooms.
- We have over 2,000 hours of volunteer hours logged.
- The campus has implemented 2 intervention times in 3rd-5th grade to address closing educational gaps.
- The campus needs 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.
- K-2nd teachers would like to benefit from an on-campus literacy interventionist
- There are concerns about increasing student behavior as well as increasing expectations with less staff to complete them.
- There are concerns about no reading recovery teacher and no ESL intervention teacher.

Demographics Strengths

- Mildred M. Hawk Elementary’s enrollment is about 610 students.
- Instructional interventions are able to be built upon due to the stability of the instructional community. The exception is less staff able to intervene (reading recovery and ESL intervention no longer at Hawk).
- 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 feel that systems are in place to help with continuous improvement (meaningful PD opportunities)
- Guiding Coalition help our campus focus in on our goals, help us monitor progress toward those goals, and ensure professional

development is targeted.
- The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Staff feel supported in taking instructional risks that benefit student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are having difficulty meeting the intervention needs of as many students as we have previously.
Root Cause: We have less intervention staff (Reading Recovery, ESL Intervention Support).

Student Learning

Student Learning Summary

Math Needs: Not all components of a math block are in place - what about numeracy, problem solving, and fact fluency? We need to determine our non-negotiables for math in vertical teams to ensure alignment and increase opportunities for students to grow in all areas of math. We need to determine our math essentials and vertically align them to ensure intentionality. We need to determine where foundational skills are taught and mastered, such as addition facts, multiplication facts, and math vocabulary. Teachers have reported difficulties with engaging students in meaningful work while the teacher is pulling small groups during intervention time. Teachers have reported a want for training on curriculum options to differentiate math and increase student engagement. Summary of Needs: Need teacher training (PLC processes, intervention logistics, and curriculum options for intervention). Need to create vertical non-negotiables in content and time to create/source differentiated intervention activities. Need to work alongside Guiding Coalition to plan professional development and vertical team agendas/content.

Reading Needs: We need PD for grades 2-5 teachers on phonics skills/strategies as we are seeing more students on lower reading levels and with reading accuracy disabilities. We need time to develop our reading and writing essential standards and to align them vertically. Additionally, we want to look at foundational skills and vertically align the expectation for rigor/mastery (ladder of foundational skills) at each level for things like grammar, comprehension progressions, phonological awareness progressions, vocabulary, and more). Without essentials identified, small group intervention is not focused enough and we don't get the depth we need. We need vertical alignment PK-5 on reading big rocks and foundational skills (vocabulary, grammar, comprehension, phonological awareness, phonics skills, character development, theme work, etc). We need to explicitly teach vocabulary including suffixes, prefixes, etc.

Student Learning Strengths

Math:

Ongoing collaboration among teammates, including looking at student data to guide instructional plans.

A strong focus on problem solving.

Daily math workshop is in place.

Growth in student data from last year (STAAR, iReady)

Needs: Not all components of a math block are in place - what about numeracy, problem solving, fact fluency? We need to determine our non-negotiables for math in vertical teams to ensure alignment and increase opportunities for students to grow in all areas of math. We need to determine our math essentials and vertically align them to ensure intentionality. We need to determine where foundational skills are taught and mastered: addition facts, multiplication facts, math vocabulary... Teachers have reported difficulties with engaging work for students to do while the teacher is pulling small groups during intervention time. Teachers have reported a want for training on curriculum options to differentiate math and increase student engagement.

Reading:

Our at-risk students are not making as much progress as needed on the DRA assessment.

As a campus, our students are reading texts for the DRA assessment accurately.

33% of students at Hawk met their typical growth goal by the midyear assessment on iReady reading.

When looking at STAAR Reading, there are less at-risk students from 3rd to 5th grade.

39% of students are struggling to understand vocabulary in texts across multiple genres.

Needs: We need PD for grades 2-5 teachers on phonics skills/strategies as we are seeing more students on lower reading levels and with reading accuracy disabilities. We need time to develop our reading and writing essential standards and to align them vertically. Additionally, we want to look at foundational skills and vertically align the expectation for rigor/ mastery (ladder of foundational skills) at each level for things like grammar, comprehension progressions, phonological awareness progressions, vocabulary, and more). Without essentials identified, small group intervention is not focused enough and we don't get the depth we need.

*It is really difficult to raise our STAAR scores at the "A level" when students in our AFS program are expected to perform at the same mastery rates as students that do not have the same academic challenges. We will continue to focus on growth for all and in decreasing the number of students who do not meet grade level expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math: Teachers need vertical alignment for math non-negotiable goals by year end to ensure understanding of interconnectedness to promote grade level success.
Root Cause: Vertical team work the last two years has focused on student rubric and problem-solving ownership.

Problem Statement 2: Math: Teachers need training on curriculum options to differentiate and have engaging, TEK aligned activities during intervention time.
Root Cause: The current curriculum, does not have specific recommendations that are differentiated, engaging, and easy to access.

Problem Statement 3: Math: Teachers need training on classroom management strategies for small-group and whole-class during intervention time.
Root Cause: We have not spent time finding or developing tasks that are engaging, intentional, and appropriately focused (and that can be completed independently or in partners).

Problem Statement 4: Our at-risk students are not making adequate progress on DRA.
Root Cause: Students are lacking in foundational skills (phonemic awareness, phonics) making it difficult for them to progress at the same rate as their peers.

Problem Statement 5 (Prioritized): 39% of students are struggling to understand vocabulary in texts across multiple genres (as evidenced by iReady diagnostic data).
Root Cause: There has maybe been less intentionality with explicit vocabulary instruction and appropriate practice.

Problem Statement 6 (Prioritized): There is not enough time to intervene with every student on every skill.
Root Cause: We need to determine essential standards across grade levels and put our intervention efforts towards those.

School Processes & Programs

School Processes & Programs Summary

We need a PLC refresh! Dive back into foundational work. Deep collaborative work surrounding essential standards - horizontal and vertical work.

School Processes & Programs Strengths

PLC & MTSS Systems (Learning Systems):

These are the two areas our CLT focused heavily on during their CNA work.

Summary of findings:

MTSS

Students of Concern meetings implemented this school year made a huge impact on goal setting and in talking about more students.

Increase of teachers feeling equipped to write goals.

Interventionists helping with learning/intervention plans.

MTSS meetings were more actionable.

PLC

We have time set aside for this work.

Teachers understand the benefit to collaboration.

Survey data showed that some teams focus on different parts of the PLC process than others.

We have had new staff over the years and have a need to dip into to foundational PLC work again (norms, 4 critical questions, what is a PLC/what is not a PLC).

We are trying to intervene in too many areas because we do not have essential standards identified for each content area.

Once that is completed, we need to vertically align essentials to ensure maximum opportunities for students.

This will also help better focus MTSS work.

Ongoing PD is needed from Guiding Coalition throughout the year in these areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teams are sometimes using PLC time for daily lesson planning and not tying instructional plans to specific TEK standards and rigor.
Root Cause: Hawk staff needs PLC training to understand PLC activities that align with the four critical questions (with depth and rigor) to ensure intentionality.

Problem Statement 2 (Prioritized): We do not have enough time for intervention and growing students on all the needed areas.
Root Cause: We are not tying intervention to essential standards. We need to define our essential standards by grade level and content.

Perceptions

Perceptions Summary

Needs:

Families: Grow in the area of “Teachers and parents/guardians work together for student success at my child's school”.

Staff: Grow in the area of “My supervisor or someone at work cares about me as a person.”

- Opportunities to gather outside of school at least once per month will be scheduled by the grade level that is assigned for that month’s calendar.
- Opportunity to have lunch with mixed school staff once during the school year
- Opportunity to have lunch with leaders and your grade level team at least twice per school year
- Increased surveying throughout the year to check progress

Perceptions Strengths

Family Engagement:

Overall, our families feel that Hawk is a welcoming place for their children where needs are considered and students are supported in their learning. We have a high percentage of families that are actively engaged. In the 2024-2025 school year, our survey data reported 55% of families are fully engaged, 38% are indifferent, and 7% are actively disengaged. These results come from three questions (results below):

- My child's school always delivers on what it promises: (4.52 - 62% strongly agree, 30% agree, 7% neutral, 1% disagree)
- I feel proud to be a parent/guardian at my child's school: (4.62 - 74% strongly agree, 18% agree, 4% neutral, 3% disagree, 1% strongly disagree)
- This school is perfect for my child: (4.41 - 60% strongly agree, 28% agree, 5% neutral, 5% disagree, 2% strongly disagree)

Hawk had 144 families out of 620 families participate in the survey.

On a scale from 0 to 5, Hawk's five driver results were as follows:

School Environment - 4.50

Academic Standards - 4.33

Strength and Development - 4.46

School Communications - 4.46

School Leadership - 4.50

In studying every area for potential improvement, communication came to the forefront. So much can be linked to communication. The area of needed focus is in the School Communications section: "Teachers and parents/guardians work together for student success at my child's school". We need to create parameters as a staff

for how to successfully increase teacher/parent partnership.

Staff Engagement:

Hawk staff are engaged at a higher rate than the district average. Our highest areas as a staff are in: I know what is expected of me at work, My associates or fellow employees are committed to doing quality work, and My supervisor or someone at work seems to care about me as a person. Staff are highly engaged in professional conversations in professional development and professional learning community work. Teachers value the input of their colleagues. Staff believe in the mission of the campus. Hawk staff have traditionally had high engagement scores. As we have gotten to know our new administrators, more and more staff input is being collected and used. We care about each other. We made the most significant growth (+0.21) in the area of "In the last seven days, I have received recognition or praise for doing good work". Others areas of strong growth (at least + 0.10) include: "I know what is expected of me at work", "My supervisor, or someone at work, seems to care about me as a person", "At work, my opinions seem to count", and "I have a best friend at work".

Through study in each area, the need is to focus in the area of "My supervisor, or someone at work, seems to care about me as a person". This is a foundational need for our staff to know they matter, and this focus can help improve other areas as well.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents may not understand their role in partnering for student success. Parents may not understand a teacher's expectations for parents as partners.
Root Cause: Lack of understanding. Families overwhelmed with other priorities (time constraints, students between households). We need to define partnership.

Problem Statement 2 (Prioritized): Although we have great parent involvement, we have less involvement in the classroom community day to day.
Root Cause: Confidentiality expectations make this difficult for teachers. Time constraints (teacher set it up to work well, family time constraints with work). We have not asked parents for specifically what we need (we need parameters as a staff).

Priority Problem Statements

Problem Statement 1: Although we have great parent involvement, we have less involvement in the classroom community day to day.

Root Cause 1: Confidentiality expectations make this difficult for teachers. Time constraints (teacher set it up to work well, family time constraints with work). We have not asked parents for specifically what we need (we need parameters as a staff).

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Math: Teachers need vertical alignment for math non-negotiable goals by year end to ensure understanding of interconnectedness to promote grade level success.

Root Cause 2: Vertical team work the last two years has focused on student rubric and problem-solving ownership.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 39% of students are struggling to understand vocabulary in texts across multiple genres (as evidenced by iReady diagnostic data).

Root Cause 3: There has maybe been less intentionality with explicit vocabulary instruction and appropriate practice.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is not enough time to intervene with every student on every skill.

Root Cause 4: We need to determine essential standards across grade levels and put our intervention efforts towards those.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teams are sometimes using PLC time for daily lesson planning and not tying instructional plans to specific TEK standards and rigor.

Root Cause 5: Hawk staff needs PLC training to understand PLC activities that align with the four critical questions (with depth and rigor) to ensure intentionality.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We do not have enough time for intervention and growing students on all the needed areas.

Root Cause 6: We are not tying intervention to essential standards. We need to define our essential standards by grade level and content.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade 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
- 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
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Hawk Elementary will meet or exceed the district-defined minimum performance expectations for Tier 1 campuses for Reading STAAR by increasing the Approaches percentage in 3rd grade from 87% to 92%, in 4th grade from 90% to 95%, and in 5th grade from 88% to 94%.

Evaluation Data Sources: STAAR Interim Data, DRA, IRI, Running Records, Reading Correlation Chart, iReady Diagnostic Data

2024-2025 Reading Data (% students reading early on grade level by DRA/IRI):
1st Grade: 61% on level, 19% progressing, 18% at risk (current 2nd graders)
2nd Grade: 41% on level, 21% progressing, 41% at risk (current 3rd graders)
3rd Grade: 44% on level, 20% progressing, 36% at risk (current 4th graders)
4th Grade: 62% on level, 4% progressing, 35% at risk (current 5th graders)
5th Grade: 76% on level, 3% progressing, 21% at risk

2024-2025 Reading Data (% students reading on grade level (early on OR mid or above) by iReady):
Kinder: 89% on level, 11% progressing, 0% at risk (current 1st graders)
1st Grade: 74% on level, 24% progressing, 3% at risk (current 2nd graders)
2nd Grade: 74% on level, 23% progressing, 3% at risk (current 3rd graders)
3rd Grade: 83% on level, 7% progressing, 9% at risk (current 4th graders)
4th Grade: 72% on level, 22% progressing, 6% at risk (current 5th graders)
5th Grade: 70% on level, 17% progressing, 12% at risk

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Hawk PLCs will actively engage in collaborative team planning through use of the PLC framework that focuses on a backwards design model, analysis of student data and work samples, and determining next steps for instruction and intervention on essential standards. Collaborative planning will focus on the four critical questions.* *1. What do we want students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency? Evidence of Implementation: PLC Agendas, grade level scorecards/progress monitoring sheets, content roadmaps, intervention plans of action, Guiding Coalition meeting notes and professional development presentations/artifacts. **Strategy's Expected Result/Impact:** Students are expected to be on level by end of the year and/or have a year's growth in reading +. Grade level scorecards will be analyzed for growth over time. Increase in student achievement. **Staff Responsible for Monitoring:** PLC teams, classroom teachers, CLT representatives, Guiding Coalition, reading specialist, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Hawk PLCs and Guiding Coalition-led professional development throughout the year will focus on strengthening collaborative team planning practices, protocols, and processes. We will focus on identifying essential standards for reading across grade levels and vertically so that we can strategically plan responses for students not meeting benchmarks or growth measure expectations. Evidence of Implementation: PLC Agendas, Guiding Coalition meeting notes and professional development presentations/artifacts, vertical alignment of "big rocks" essential standards from PK-5, vertical alignment/ladder of foundational skills such as grammar, phonics skills, vocabulary **Strategy's Expected Result/Impact:** Students are expected to be on level by end of the year and/or have a year's growth in reading +. Grade level scorecards will be analyzed for growth over time. Increase in student achievement. **Staff Responsible for Monitoring:** PLC teams, classroom teachers, CLT representatives, Guiding Coalition, reading specialist, administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Working as a Professional Learning Community, staff at Hawk Elementary will ensure that 70% of first grade students, 65% of second grade students, 50% of third grade students, 60% of fourth grade students, 70% of fifth grade students will be "On Grade Level" in reading by May 2026 as evidenced by data collected from DRA, IRI, running records. Working as a Professional Learning Community, staff at Hawk Elementary will ensure that 85% of kindergarteners, 85% of first grade students, 80% of second grade students, 70% of third grade students, 80% of fourth grade students, and 75% of fifth grade students will be "On Grade Level" in reading by May 2026 as evidenced by data collected from iReady reading diagnostic assessment results. **Strategy's Expected Result/Impact:** Students are expected to be on level by end of the year and/or have a year's growth in reading +. Grade level scorecards will be analyzed for growth over time. Increase in student achievement. **Staff Responsible for Monitoring:** PLC teams, classroom teachers, CLT representatives, reading specialist, administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Pre-K students will receive targeted instruction and intervention in literacy so that 90% of Pre-K students can name 20 or more alphabet letters, 75% of Pre-K students can produce 20 or more letter sounds, and 75% of Pre-K students can blend sounds to make words by May 2026. **Strategy's Expected Result/Impact:** 90% of Pre-K students can name 20 or more alphabet letters. 75% of Pre-K students can produce 20 or more letter sounds. 75% of Pre-K students can blend sounds to make words. **Staff Responsible for Monitoring:** Pre-K teachers and team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: All PK-5 teachers will provide systematic intervention/guided reading/conferencing/small group instruction to ensure students have mastery of grade level essential standards. **Strategy's Expected Result/Impact:** An increase in students performing on level in reading by May 2026 (if not on level yet, an increase in a year + in reading level to begin closing the gaps). **Staff Responsible for Monitoring:** All Teachers, Special Education, Interventionists, CLT Representatives, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: 100% of eligible HB1416 students will be served by May 2026 to support closing gaps. **Strategy's Expected Result/Impact:** Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, LLI , iReady, STAAR, common assessments and report card assessments. **Staff Responsible for Monitoring:** Classroom teachers, interventionists, special education staff, administration **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Reading Interventionist - State Compensatory Education (SCE) - $40,013				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: By January 1, 2026 reading teachers will participate and collaborate in at least two professional development sessions engaging in how to incorporate foundational skills such as decoding and how to intervene in the upper grades. **Strategy's Expected Result/Impact:** Increased intervention opportunities for students based on need. Increase in reading level and student achievement. **Staff Responsible for Monitoring:** Teachers, Guiding Coalition, Administrators, Interventionists, Special Education Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Hawk Elementary will meet or exceed the district-defined minimum performance expectations for Tier 1 campuses for Math STAAR by increasing the Approaches percentage in 3rd grade from 78% to 88%, in 4th grade from 83% to 87%, and in 5th grade from 88% to 93%.

Evaluation Data Sources: 2024-2025 Math Data (% students reading on grade level (early on OR mid or above on) by iReady):
Kinder: 72% on level, 28% progressing, 0% at risk (current 1st graders)
1st Grade: 63% on level, 32% progressing, 5% at risk (current 2nd graders)
2nd Grade: 72% on level, 23% progressing, 5% at risk (current 3rd graders)
3rd Grade: 76% on level, 14% progressing, 7% at risk (current 4th graders)
4th Grade: 79% on level, 14% progressing, 7% at risk (current 5th graders)
5th Grade: 78% on level, 16% progressing, 6% at risk

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Hawk PLCs will actively engage in collaborative team planning through use of the PLC framework that focuses on a backwards design model, analysis of student data and work samples, and determining next steps for instruction and intervention on essential standards. Collaborative planning will focus on the four critical questions.* *1. What do we want students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency? Evidence of Implementation: PLC Agendas, grade level scorecards/progress monitoring sheets, content roadmaps, intervention plans of action, Guiding Coalition meeting notes and professional development presentations/artifacts. **Strategy's Expected Result/Impact:** Grade level scorecards will be analyzed for growth and on-level results. Increase in student achievement in math K-5. **Staff Responsible for Monitoring:** PLC teams, classroom teachers, CLT representatives, Guiding Coalition, reading specialist, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Hawk PLCs and Guiding Coalition-led professional development throughout the year will focus on strengthening collaborative team planning practices, protocols, and processes. We will focus on identifying essential standards for math across grade levels and vertically so that we can strategically plan responses for students not meeting benchmarks or growth measure expectations. Evidence of Implementation: PLC Agendas, Guiding Coalition meeting notes and professional development presentations/artifacts, vertical alignment of "big rocks" essential standards from PK-5, vertical alignment/ladder of foundational skills such as grammar, phonics skills, vocabulary **Strategy's Expected Result/Impact:** Grade level scorecards will be analyzed for growth and on-level results. Increase in student achievement in math K-5. **Staff Responsible for Monitoring:** PLC teams, classroom teachers, CLT representatives, Guiding Coalition, reading specialist, administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: All PK-5 teachers will provide systematic and targeted intervention based on iReady math components, Primary Numeracy components, formative, and common assessments to ensure students have mastery of grade level essential standards. **Strategy's Expected Result/Impact:** Students will meet their typical goal (at least one year's growth in math) as evidenced by iReady diagnostics. In addition, below level learners will be working on reaching their stretch goals so that gaps can be closed and we have an increase of students scoring "on-level" in math by May 2026. **Staff Responsible for Monitoring:** All Teachers, Special Education, Interventionists, CLT Representatives, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: By May, 2026 Hawk Elementary School will focus on ensuring growth in Math for every Pre-K student. 100% of 4 year-olds will be able to consistently rote count to 30, count to 10 with one to one correspondence, and master number identification to 10. **Strategy's Expected Result/Impact:** Quarterly assessment data **Staff Responsible for Monitoring:** PK staff, administrators, CLT representatives **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: 100% of eligible HB1416 students will be served by May 2026. **Strategy's Expected Result/Impact:** Students will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, iReady Math, STAAR, common assessments and report card assessments. **Staff Responsible for Monitoring:** Classroom teachers, interventionists, special education staff, administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $40,950				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: By May 1, 2026 math non-negotiables (ie: problem solving expectations, math workshop expectations, small group intervention expectations, math facts expectations) will be determined and aligned vertically PK-5 to ensure understanding of interconnectedness to promote grade level success. **Strategy's Expected Result/Impact:** Vertical alignment of math instructional practices. Increased student math achievement. **Staff Responsible for Monitoring:** Vertical teams, Guiding Coalition, Teachers, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

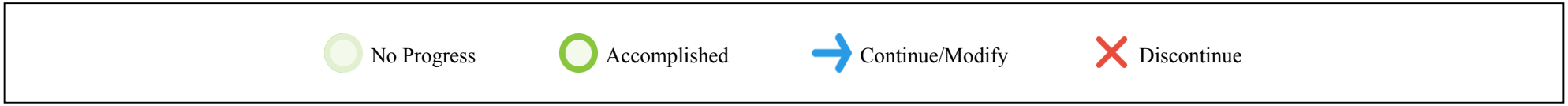
Performance Objective 1: By January 2026, Hawk Elementary will increase the engagement of staff by increasing the score of "My supervisor, or someone at work, seems to care about me as a person" from 4.56 to 4.70. This will be surveyed in September, October, January, and March.

Evaluation Data Sources: Gallup Q12 Staff Engagement Survey
Pulse Surveys
Continued communication with staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Create intentional opportunities for staff relationship building by increasing off campus gatherings throughout the year (walks, activities, meals). **Strategy's Expected Result/Impact:** Increased feelings of being cared about as a person. Increased opportunities for relationship building among grade levels/departments. **Staff Responsible for Monitoring:** All staff, CLT Representatives, Sunshine Committee, Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Strengthen relationships across departments and grade levels by implementing "Lunch Bunch" opportunities twice a year. **Strategy's Expected Result/Impact:** Increased feelings of being cared about as a person. Increased opportunities for relationship building among grade levels/departments. **Staff Responsible for Monitoring:** All staff, CLT Representatives, Sunshine Committee, Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Implement "Lunch Chats with Leaders" opportunities for grade levels throughout the year. **Strategy's Expected Result/Impact:** Increased feelings of being cared about as a person. Increased opportunities for relationship building among grade levels/departments. **Staff Responsible for Monitoring:** CLT Representatives, Administrators **ESF Levers:** Lever 3: Positive School Culture				


No Progress
Accomplished
Continue/Modify
Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By January 2026, Hawk Elementary will increase the engagement of families by increasing the score of "Teachers and parents/ guardians work together for student success at my child's school" from 4.47 to 4.7 as evidenced by the Gallup Family Engagement Survey.

Evaluation Data Sources: Gallup parent engagement survey
Event participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: As a staff, define what it looks like for parents and teachers working together for student success. Create a visual/document that can be referred to among all stakeholders throughout the year. **Strategy's Expected Result/Impact:** Increased understanding about partnerships. Increased academic participation in the school. **Staff Responsible for Monitoring:** Teachers, CLT Representatives, Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Hawk Elementary staff will co-create a repository of ideas for engaging families more (both in social activities and in true academic involvement), including increasing Watch DOGS participation through intentional idea planning. **Strategy's Expected Result/Impact:** Increased understanding about partnerships. Increased academic participation in the school. **Staff Responsible for Monitoring:** Teachers, CLT Representatives, Counselor, Administrators				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Reading Interventionist		$40,013.00
1	2	5	Math Interventionist		$40,950.00
				Sub-Total	$80,963.00

Addendums

Hawk Data Dig

STAAR Performance Calculation Report

Campus Overall STAAR Performance:

STAAR Performance Calculation Report						
	RLA	Math	Science	Social Studies	Total	%age (Rounded to whole number
Total Tests	326	326	128		780	
Approaches GL or Above	297	279	95		671	86
Meets GL or Above	232	206	39		477	61
Masters GL	132	101	18		251	32
					Total Percentage Points	179
					Component Score	60 (A)

STAAR Performance: for each subject

STAAR Performance-RLA		
Calculation Report		
	#	%
Total Tests	326	
Approaches GL or Above	297	91
Meets GL or Above	232	71
Masters GL	132	40
Total Percentage Points		202
Component Score		67
Scale Score (If Domain I)		A

STAAR Performance- Math		
Calculation Report		
	#	%
Total Tests	326	
Approaches GL or Above	279	86
Meets GL or Above	206	63
Masters GL	101	31
Total Percentage Points		180
Component Score		60
Scale Score (If Domain I)		A

STAAR Performance- Science		
Calculation Report		
	#	%
Total Tests	128	
Approaches GL or Above	95	74
Meets GL or Above	39	30
Masters GL	18	14
Total Percentage Points		118
Component Score		39
Scale Score (If Domain I)		D

STAAR Performance: by grade level for each subject

STAAR Performance-Subject		
Calculation Report		
3rd RLA	#	
Total Tests	85	
Approaches GL or Above	70	82
Meets GL or Above	56	66
Masters GL	27	32
Total Percentage Points		180
Component Score		60
Scale Score (If Domain I)		A

STAAR Performance-Gr.		
Calculation Report		
4th RLA	#	%
Total Tests	113	
Approaches GL or Above	107	95
Meets GL or Above	78	69
Masters GL	46	41
Total Percentage Points		205
Component Score		68
Scale Score (If Domain I)		A

STAAR Performance-Gr.		
Calculation Report		
5th Reading	#	%
Total Tests	128	
Approaches GL or Above	120	94
Meets GL or Above	98	77
Masters GL	59	46
Total Percentage Points		217
Component Score		72
Scale Score (If Domain I)		A

STAAR Performance Gr.		
Calculation Report		
3rd Math	#	%
Total Tests	85	
Approaches GL or Above	62	73
Meets GL or Above	41	48
Masters GL	15	18
Total Percentage Points		139
Component Score		46
Scale Score (If Domain I)		C

STAAR Performance-Gr.		
Calculation Report		
4th Math	#	%
Total Tests	113	
Approaches GL or Above	97	86
Meets GL or Above	74	65
Masters GL	47	42
Total Percentage Points		193
Component Score		64
Scale Score (If Domain I)		A

STAAR Performance-Gr.		
Calculation Report		
5th Math	#	%
Total Tests	128	
Approaches GL or Above	120	94
Meets GL or Above	91	71
Masters GL	39	30
Total Percentage Points		195
Component Score		65
Scale Score (If Domain I)		A

STAAR Performance- Science		
Calculation Report		
5th Science	#	%
Total Tests	128	
Approaches GL or Above	95	74
Meets GL or Above	39	30
Masters GL	18	14
Total Percentage Points		118
Component Score		39
Scale Score (If Domain I)		D

2024-2025 Hawk Data Dig

STAAR Performance Calculation Report

Campus Overall STAAR Performance:

STAAR Performance 2024-2025 Preliminary						
Calculation Report						
	RLA	Math	Science	Social Studies	Total	%age (Rounded to whole number
Total Tests	306	306	115		727	
Approaches GL or Above	270	253	90		613	84
Meets GL or Above	223	191	56		470	65
Masters GL	148	115	24		287	39
					Total Percentage Points	188
					Component Score	63 (A)

STAAR Performance: for each subject

STAAR Performance-RLA		
Calculation Report		
	#	%
Total Tests	306	
Approaches GL or Above	270	88
Meets GL or Above	223	73
Masters GL	148	48
Total Percentage Points		209
Component Score		70
Scale Score (If Domain I)		A

STAAR Performance- Math		
Calculation Report		
	#	%
Total Tests	306	
Approaches GL or Above	253	83
Meets GL or Above	191	62
Masters GL	115	38
Total Percentage Points		183
Component Score		61
Scale Score (If Domain I)		A

STAAR Performance- Science		
Calculation Report		
	#	%
Total Tests	115	
Approaches GL or Above	90	78
Meets GL or Above	56	49
Masters GL	24	21
Total Percentage Points		148
Component Score		49
Scale Score (If Domain I)		C

STAAR Performance: by grade level for each subject

STAAR Performance-Subject		
Calculation Report		
3rd RLA	#	
Total Tests	107	
Approaches GL or Above	94	88
Meets GL or Above	81	76
Masters GL	54	50
Total Percentage Points		214
Component Score		71
Scale Score (If Domain I)		A

STAAR Performance-Gr.		
Calculation Report		
4th RLA	#	%
Total Tests	84	
Approaches GL or Above	75	89
Meets GL or Above	58	70
Masters GL	31	37
Total Percentage Points		196
Component Score		65
Scale Score (If Domain I)		A

STAAR Performance-Gr.		
Calculation Report		
5th Reading	#	%
Total Tests	115	
Approaches GL or Above	101	88
Meets GL or Above	84	73
Masters GL	63	55
Total Percentage Points		216
Component Score		72
Scale Score (If Domain I)		A

STAAR Performance Gr.		
Calculation Report		
3rd Math	#	%
Total Tests	107	
Approaches GL or Above	84	79
Meets GL or Above	58	54
Masters GL	34	32
Total Percentage Points		165
Component Score		55
Scale Score (If Domain I)		B

STAAR Performance-Gr.		
Calculation Report		
4th Math	#	%
Total Tests	84	
Approaches GL or Above	69	82
Meets GL or Above	59	70
Masters GL	41	49
Total Percentage Points		201
Component Score		67
Scale Score (If Domain I)		A

STAAR Performance-Gr.		
Calculation Report		
5th Math	#	%
Total Tests	115	
Approaches GL or Above	100	87
Meets GL or Above	74	64
Masters GL	40	35
Total Percentage Points		186
Component Score		62
Scale Score (If Domain I)		A

STAAR Performance- Science		
Calculation Report		
5th Science	#	%
Total Tests	115	
Approaches GL or Above	90	78
Meets GL or Above	56	49
Masters GL	24	21
Total Percentage Points		148
Component Score		49
Scale Score (If Domain I)		C

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	107	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	107	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											26		26	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	107	1576	13	12	94	88	81	76	54	50	18.4	71	15.5	60
Male	52	1556	7	13	45	87	40	77	24	46	18.5	71	14.5	56
Female	55	1594	6	11	49	89	41	75	30	55	18.4	71	16.5	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	21	1521	5	24	16	76	15	71	6	29	16.8	65	13.5	52
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	12	1680	0	0	12	100	11	92	9	75	20.5	79	19.3	74
Black or African American	14	1519	2	14	12	86	9	64	5	36	16.9	65	14.3	55
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	59	1587	6	10	53	90	45	76	33	56	18.9	73	15.8	61
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	23	1480	6	26	17	74	15	65	6	26	16.0	61	12.4	48
No	84	1602	7	8	77	92	66	79	48	57	19.1	74	16.4	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	107	1576	13	12	94	88	81	76	54	50	18.4	71	15.5	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	107	1576	13	12	94	88	81	76	54	50	18.4	71	15.5	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	8	1570	2	25	6	75	6	75	4	50	17.9	69	14.1	54
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	98	1574	11	11	87	89	74	76	49	50	18.5	71	15.6	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	107	1576	13	12	94	88	81	76	54	50	18.4	71	15.5	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	8	1570	2	25	6	75	6	75	4	50	17.9	69	14.1	54
Nonparticipants	99	1576	11	11	88	89	75	76	50	51	18.5	71	15.6	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	30	1419	12	40	18	60	11	37	6	20	14.4	55	9.6	37
No	77	1637	1	1	76	99	70	91	48	62	20.0	77	17.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No	103	1580	12	12	91	88	79	77	54	52	18.6	71	15.7	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	18	1755	0	0	18	100	18	100	17	94	22.4	86	22.0	85
Nonparticipants	89	1539	13	15	76	85	63	71	37	42	17.7	68	14.2	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	26	1392	12	46	14	54	8	31	4	15	13.1	50	8.7	34
No	81	1635	1	1	80	99	73	90	50	62	20.2	78	17.7	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	107	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	107	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											12		14		7		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	107	1506	23	21	84	79	58	54	34	32	7.6	63	8.1	58	4.5	64	2.3	58
Male	52	1523	11	21	41	79	32	62	17	33	7.9	66	8.2	59	4.7	67	2.4	61
Female	55	1490	12	22	43	78	26	47	17	31	7.3	61	7.9	56	4.3	61	2.2	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	21	1491	7	33	14	67	9	43	6	29	7.2	60	7.6	54	4.0	57	2.2	55
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	12	1624	0	0	12	100	10	83	7	58	9.2	76	10.7	76	5.3	75	2.8	71
Black or African American	14	1413	4	29	10	71	4	29	2	14	6.5	54	6.2	44	4.0	57	1.6	41
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	59	1510	12	20	47	80	35	59	19	32	7.7	64	8.2	58	4.6	65	2.4	60
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	23	1371	9	39	14	61	6	26	0	0	5.8	48	5.4	39	3.3	47	1.6	40
No	84	1543	14	17	70	83	52	62	34	40	8.1	68	8.8	63	4.8	68	2.5	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	107	1506	23	21	84	79	58	54	34	32	7.6	63	8.1	58	4.5	64	2.3	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	107	1506	23	21	84	79	58	54	34	32	7.6	63	8.1	58	4.5	64	2.3	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	8	1466	2	25	6	75	4	50	1	13	7.4	61	7.6	54	3.6	52	1.8	44
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	98	1508	21	21	77	79	53	54	32	33	7.6	64	8.1	58	4.5	64	2.3	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	107	1506	23	21	84	79	58	54	34	32	7.6	63	8.1	58	4.5	64	2.3	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	8	1466	2	25	6	75	4	50	1	13	7.4	61	7.6	54	3.6	52	1.8	44
Nonparticipants	99	1509	21	21	78	79	54	55	33	33	7.6	64	8.1	58	4.5	65	2.4	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	30	1399	15	50	15	50	8	27	6	20	5.9	49	5.6	40	3.8	55	1.5	37
No	77	1547	8	10	69	90	50	65	28	36	8.3	69	9.0	64	4.7	67	2.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	103	1508	21	20	82	80	57	55	33	32	7.7	64	8.1	58	4.5	64	2.3	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	18	1729	0	0	18	100	18	100	16	89	10.3	86	12.6	90	5.8	83	3.4	86
Nonparticipants	89	1461	23	26	66	74	40	45	18	20	7.1	59	7.1	51	4.2	60	2.1	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	26	1344	16	62	10	38	5	19	1	4	4.9	41	4.5	32	3.5	50	1.2	31
No	81	1558	7	9	74	91	53	65	33	41	8.5	71	9.2	66	4.8	68	2.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	83	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	83	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		83	1622	8	10	75	90	58	70	31	37	16.6	64	16.4	63
Male		40	1639	4	10	36	90	30	75	18	45	17.1	66	17.0	65
Female		43	1606	4	9	39	91	28	65	13	30	16.1	62	15.8	61
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		15	1597	4	27	11	73	10	67	5	33	16.3	63	14.6	56
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		16	1691	0	0	16	100	15	94	9	56	18.4	71	19.4	75
Black or African American		8	1565	1	13	7	88	4	50	2	25	14.0	54	14.8	57
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		42	1621	3	7	39	93	29	69	15	36	16.6	64	16.5	64
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	22	1580	3	14	19	86	14	64	6	27	14.8	57	15.1	58
	No	61	1637	5	8	56	92	44	72	25	41	17.3	66	16.8	65
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	83	1622	8	10	75	90	58	70	31	37	16.6	64	16.4	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	82	1623	8	10	74	90	57	70	31	38	16.6	64	16.4	63
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		10	1579	3	30	7	70	7	70	4	40	14.8	57	15.5	60
Monitored 1st Year (M1), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		70	1621	5	7	65	93	48	69	25	36	16.7	64	16.2	62
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	82	1620	8	10	74	90	57	70	30	37	16.5	64	16.3	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	10	1579	3	30	7	70	7	70	4	40	14.8	57	15.5	60
	Nonparticipants	73	1628	5	7	68	93	51	70	27	37	16.9	65	16.5	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	24	1519	7	29	17	71	9	38	4	17	13.5	52	12.0	46
	No	59	1664	1	2	58	98	49	83	27	46	17.9	69	18.1	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	8	1549	2	25	6	75	5	63	1	13	15.5	60	12.6	49
	No	75	1630	6	8	69	92	53	71	30	40	16.7	64	16.8	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	12	1820	0	0	12	100	12	100	12	100	21.8	84	23.6	91
	Nonparticipants	71	1589	8	11	63	89	46	65	19	27	15.7	61	15.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	36	1536	8	22	28	78	16	44	6	17	13.7	53	12.9	50
	No	47	1688	0	0	47	100	42	89	25	53	18.9	73	19.0	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	83	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	83	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Number of Points Possible							
												10		12		13		5	
												Avg. # of Points / % Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		83	1684	14	17	69	83	59	71	41	49	7.2	72	8.1	67	8.8	68	4.0	80
Male		40	1738	5	13	35	88	31	78	25	63	7.9	79	8.5	71	9.6	73	4.2	84
Female		43	1633	9	21	34	79	28	65	16	37	6.5	65	7.7	64	8.1	62	3.9	77
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		15	1650	4	27	11	73	9	60	7	47	6.9	69	7.3	61	8.3	64	3.5	71
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		16	1804	1	6	15	94	15	94	10	63	8.8	88	9.6	80	10.1	78	4.6	91
Black or African American		8	1572	3	38	5	63	5	63	2	25	6.1	61	6.9	57	6.5	50	3.8	75
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		42	1678	6	14	36	86	29	69	22	52	6.9	69	8.1	68	9.0	69	4.1	82
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	22	1647	6	27	16	73	13	59	10	45	6.7	67	7.3	61	8.1	62	3.7	74
	No	61	1697	8	13	53	87	46	75	31	51	7.3	73	8.3	70	9.0	70	4.1	83
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	83	1684	14	17	69	83	59	71	41	49	7.2	72	8.1	67	8.8	68	4.0	80
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	82	1684	14	17	68	83	58	71	41	50	7.1	71	8.1	67	8.8	68	4.0	80
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		10	1636	3	30	7	70	7	70	3	30	6.8	68	7.3	61	7.9	61	3.3	66
Monitored 1st Year (M1), reclassified from EB		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		70	1680	11	16	59	84	49	70	35	50	7.1	71	8.1	67	8.8	67	4.1	82
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	82	1680	14	17	68	83	58	71	40	49	7.1	71	8.0	67	8.7	67	4.0	80
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	10	1636	3	30	7	70	7	70	3	30	6.8	68	7.3	61	7.9	61	3.3	66
	Nonparticipants	73	1690	11	15	62	85	52	71	38	52	7.2	72	8.2	68	8.9	69	4.1	82
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	24	1587	7	29	17	71	11	46	5	21	5.7	57	6.5	55	7.5	58	3.2	63
	No	59	1723	7	12	52	88	48	81	36	61	7.8	78	8.7	72	9.3	72	4.4	87
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	8	1598	2	25	6	75	4	50	3	38	5.8	58	7.5	63	7.6	59	4.0	80
	No	75	1693	12	16	63	84	55	73	38	51	7.3	73	8.1	68	8.9	69	4.0	81
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	12	1947	0	0	12	100	12	100	12	100	9.7	97	11.1	92	12.0	92	4.8	97
	Nonparticipants	71	1639	14	20	57	80	47	66	29	41	6.7	67	7.6	63	8.3	63	3.9	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	36	1575	11	31	25	69	15	42	7	19	5.8	58	6.2	52	7.2	55	3.3	66
	No	47	1768	3	6	44	94	44	94	34	72	8.2	82	9.5	79	10.0	77	4.6	91
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											26		26	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	1	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											10		12		13		5	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	115	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	115	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		115	1693	14	12	101	88	84	73	63	55	19.3	74	16.7	64
Male		64	1664	10	16	54	84	45	70	31	48	18.6	72	15.8	61
Female		51	1729	4	8	47	92	39	76	32	63	20.2	78	17.8	68
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		23	1559	8	35	15	65	11	48	6	26	15.3	59	12.4	48
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		8	1839	0	0	8	100	7	88	7	88	22.4	86	21.1	81
Black or African American		9	1619	3	33	6	67	4	44	3	33	17.0	65	13.7	53
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		74	1729	3	4	71	96	62	84	47	64	20.5	79	17.9	69
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	26	1553	6	23	20	77	10	38	3	12	16.2	62	10.9	42
	No	89	1734	8	9	81	91	74	83	60	67	20.2	78	18.3	70
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	115	1693	14	12	101	88	84	73	63	55	19.3	74	16.7	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	114	1691	14	12	100	88	83	73	62	54	19.3	74	16.6	64
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		107	1697	12	11	95	89	79	74	60	56	19.5	75	16.9	65
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	115	1693	14	12	101	88	84	73	63	55	19.3	74	16.7	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	112	1695	14	13	98	88	82	73	63	56	19.4	75	16.8	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	24	1473	12	50	12	50	5	21	2	8	13.4	51	8.4	32
	No	90	1749	2	2	88	98	78	87	60	67	20.8	80	18.8	72
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	26	1727	1	4	25	96	21	81	16	62	20.4	79	17.9	69
	No	88	1680	13	15	75	85	62	70	46	52	18.9	73	16.2	62
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	28	1822	0	0	28	100	27	96	26	93	22.7	87	21.0	81
	Nonparticipants	87	1651	14	16	73	84	57	66	37	43	18.2	70	15.3	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	20	1517	8	40	12	60	6	30	2	10	14.9	57	9.6	37
	No	94	1728	6	6	88	94	77	82	60	64	20.2	78	18.1	70
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	115	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	115	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											9		20		9		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	1719	15	13	100	87	74	64	40	35	6.5	73	13.4	67	5.8	64	2.5	63
Male	64	1738	9	14	55	86	43	67	25	39	6.6	73	13.8	69	6.0	66	2.7	67
Female	51	1695	6	12	45	88	31	61	15	29	6.5	72	12.9	65	5.5	62	2.4	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	23	1634	8	35	15	65	10	43	5	22	5.2	58	11.3	57	4.5	50	2.1	52
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	1892	0	0	8	100	7	88	6	75	8.3	92	17.6	88	6.8	75	3.1	78
Black or African American	9	1568	5	56	4	44	4	44	0	0	5.0	56	9.8	49	4.3	48	1.4	36
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	74	1747	2	3	72	97	53	72	29	39	7.0	78	14.1	71	6.2	69	2.7	69
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	26	1590	9	35	17	65	9	35	3	12	4.8	53	10.1	51	4.4	49	2.1	53
No	89	1756	6	7	83	93	65	73	37	42	7.1	78	14.4	72	6.2	69	2.7	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	115	1719	15	13	100	87	74	64	40	35	6.5	73	13.4	67	5.8	64	2.5	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	114	1719	15	13	99	87	74	65	40	35	6.6	73	13.4	67	5.8	64	2.5	63
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	107	1721	13	12	94	88	70	65	37	35	6.6	73	13.5	67	5.9	65	2.5	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	115	1719	15	13	100	87	74	64	40	35	6.5	73	13.4	67	5.8	64	2.5	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	112	1720	15	13	97	87	73	65	39	35	6.5	73	13.4	67	5.8	64	2.5	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	24	1555	12	50	12	50	7	29	2	8	4.6	51	8.8	44	4.2	46	1.8	44
No	90	1763	3	3	87	97	67	74	38	42	7.1	79	14.7	73	6.2	69	2.7	69
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	26	1736	1	4	25	96	20	77	9	35	7.0	77	14.2	71	6.3	70	2.5	62
No	88	1714	14	16	74	84	54	61	31	35	6.4	72	13.2	66	5.6	62	2.6	64
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	28	1900	0	0	28	100	26	93	25	89	8.0	88	17.6	88	7.7	85	3.1	79
Nonparticipants	87	1660	15	17	72	83	48	55	15	17	6.1	68	12.1	60	5.2	57	2.3	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	20	1543	10	50	10	50	4	20	3	15	4.5	49	8.7	44	3.8	42	1.7	43
No	94	1757	5	5	89	95	70	74	37	39	7.0	78	14.4	72	6.2	69	2.7	68
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary	Number	Percent
Students Tested	115	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	115	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
											Number of Points Possible							
											6		9		10		14	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	3928	25	22	90	78	56	49	24	21	3.2	53	5.6	62	5.3	53	9.4	67
Male	64	3978	12	19	52	81	33	52	17	27	3.1	52	5.8	64	5.5	55	9.6	68
Female	51	3864	13	25	38	75	23	45	7	14	3.3	55	5.4	59	4.9	49	9.2	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	23	3560	9	39	14	61	7	30	3	13	1.9	32	5.0	56	3.9	39	8.0	57
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	4581	0	0	8	100	7	88	4	50	3.9	65	7.8	86	7.5	75	11.8	84
Black or African American	9	3497	5	56	4	44	2	22	0	0	2.3	39	3.6	40	4.3	43	7.3	52
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	74	4034	10	14	64	86	40	54	17	23	3.6	60	5.8	65	5.6	56	9.9	71
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	26	3570	12	46	14	54	5	19	1	4	2.4	40	4.4	49	3.8	38	7.5	54
No	89	4032	13	15	76	85	51	57	23	26	3.4	57	5.9	66	5.7	57	10.0	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	115	3928	25	22	90	78	56	49	24	21	3.2	53	5.6	62	5.3	53	9.4	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	114	3924	25	22	89	78	55	48	23	20	3.2	53	5.6	62	5.2	52	9.4	67
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	107	3934	23	21	84	79	53	50	23	21	3.2	54	5.6	62	5.3	53	9.5	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	115	3928	25	22	90	78	56	49	24	21	3.2	53	5.6	62	5.3	53	9.4	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	112	3931	25	22	87	78	55	49	24	21	3.2	53	5.6	62	5.3	53	9.4	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	24	3413	12	50	12	50	7	29	0	0	2.2	36	4.5	50	3.7	37	6.4	46
No	90	4060	13	14	77	86	48	53	23	26	3.5	58	5.9	65	5.6	56	10.2	73
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	26	3906	5	19	21	81	13	50	5	19	3.0	49	5.7	63	4.9	49	9.8	70
No	88	3929	20	23	68	77	42	48	18	20	3.3	54	5.5	62	5.3	53	9.3	66
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	28	4452	1	4	27	96	24	86	15	54	4.0	67	7.1	79	7.5	75	11.5	82
Nonparticipants	87	3759	24	28	63	72	32	37	9	10	2.9	49	5.1	57	4.5	45	8.7	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	20	3483	10	50	10	50	2	10	1	5	2.2	37	4.4	49	3.3	33	7.0	50
No	94	4017	15	16	79	84	53	56	22	23	3.4	57	5.8	65	5.6	56	9.9	71
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		107	94	88	0	---	---	107	94	88
Male		52	45	87	0	---	---	52	45	87
Female		55	49	89	0	---	---	55	49	89
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		21	16	76	0	---	---	21	16	76
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		12	12	100	0	---	---	12	12	100
Black or African American		14	12	86	0	---	---	14	12	86
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		59	53	90	0	---	---	59	53	90
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	23	17	74	0	---	---	23	17	74
	No	84	77	92	0	---	---	84	77	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	107	94	88	0	---	---	107	94	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	107	94	88	0	---	---	107	94	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		8	6	75	0	---	---	8	6	75
Monitored 1st Year (M1), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		98	87	89	0	---	---	98	87	89
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	107	94	88	0	---	---	107	94	88
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	8	6	75	0	---	---	8	6	75
	Nonparticipants	99	88	89	0	---	---	99	88	89
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	30	18	60	0	---	---	30	18	60
	No	77	76	99	0	---	---	77	76	99
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	4	---	---	0	---	---	4	---	---
	No	103	91	88	0	---	---	103	91	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	18	18	100	0	---	---	18	18	100
	Nonparticipants	89	76	85	0	---	---	89	76	85
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	26	14	54	0	---	---	26	14	54
	No	81	80	99	0	---	---	81	80	99
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 3 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		107	84	79	0	---	---	107	84	79
Male		52	41	79	0	---	---	52	41	79
Female		55	43	78	0	---	---	55	43	78
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		21	14	67	0	---	---	21	14	67
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		12	12	100	0	---	---	12	12	100
Black or African American		14	10	71	0	---	---	14	10	71
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		59	47	80	0	---	---	59	47	80
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	23	14	61	0	---	---	23	14	61
	No	84	70	83	0	---	---	84	70	83
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	107	84	79	0	---	---	107	84	79
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	107	84	79	0	---	---	107	84	79
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		8	6	75	0	---	---	8	6	75
Monitored 1st Year (M1), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		98	77	79	0	---	---	98	77	79
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	107	84	79	0	---	---	107	84	79
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	8	6	75	0	---	---	8	6	75
	Nonparticipants	99	78	79	0	---	---	99	78	79
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	30	15	50	0	---	---	30	15	50
	No	77	69	90	0	---	---	77	69	90
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	4	---	---	0	---	---	4	---	---
	No	103	82	80	0	---	---	103	82	80
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	18	18	100	0	---	---	18	18	100
	Nonparticipants	89	66	74	0	---	---	89	66	74
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	26	10	38	0	---	---	26	10	38
	No	81	74	91	0	---	---	81	74	91
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		83	75	90	1	---	---	84	75	89
Male		40	36	90	1	---	---	41	36	88
Female		43	39	91	0	---	---	43	39	91
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		15	11	73	1	---	---	16	11	69
American Indian or Alaska Native		2	---	---	0	---	---	2	---	---
Asian		16	16	100	0	---	---	16	16	100
Black or African American		8	7	88	0	---	---	8	7	88
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	39	93	0	---	---	42	39	93
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	22	19	86	1	---	---	23	19	83
	No	61	56	92	0	---	---	61	56	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	83	75	90	1	---	---	84	75	89
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	82	74	90	1	---	---	83	74	89
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual (EB)		10	7	70	1	---	---	11	7	64
Monitored 1st Year (M1), reclassified from EB		3	---	---	0	---	---	3	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		70	65	93	0	---	---	70	65	93
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	1	---	---	1	---	---	2	---	---
	Nonparticipants	82	74	90	0	---	---	82	74	90
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	10	7	70	0	---	---	10	7	70
	Nonparticipants	73	68	93	1	---	---	74	68	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	24	17	71	1	---	---	25	17	68
	No	59	58	98	0	---	---	59	58	98
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	8	6	75	0	---	---	8	6	75
	No	75	69	92	1	---	---	76	69	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	12	12	100	0	---	---	12	12	100
	Nonparticipants	71	63	89	1	---	---	72	63	88
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	36	28	78	1	---	---	37	28	76
	No	47	47	100	0	---	---	47	47	100
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		83	69	83	1	---	---	84	69	82
Male		40	35	88	1	---	---	41	35	85
Female		43	34	79	0	---	---	43	34	79
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		15	11	73	1	---	---	16	11	69
American Indian or Alaska Native		2	---	---	0	---	---	2	---	---
Asian		16	15	94	0	---	---	16	15	94
Black or African American		8	5	63	0	---	---	8	5	63
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	36	86	0	---	---	42	36	86
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	22	16	73	1	---	---	23	16	70
	No	61	53	87	0	---	---	61	53	87
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	83	69	83	1	---	---	84	69	82
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	82	68	83	1	---	---	83	68	82
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual (EB)		10	7	70	1	---	---	11	7	64
Monitored 1st Year (M1), reclassified from EB		3	---	---	0	---	---	3	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		70	59	84	0	---	---	70	59	84
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	1	---	---	1	---	---	2	---	---
	Nonparticipants	82	68	83	0	---	---	82	68	83
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	10	7	70	0	---	---	10	7	70
	Nonparticipants	73	62	85	1	---	---	74	62	84
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	24	17	71	1	---	---	25	17	68
	No	59	52	88	0	---	---	59	52	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	8	6	75	0	---	---	8	6	75
	No	75	63	84	1	---	---	76	63	83
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	12	12	100	0	---	---	12	12	100
	Nonparticipants	71	57	80	1	---	---	72	57	79
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	36	25	69	1	---	---	37	25	68
	No	47	44	94	0	---	---	47	44	94
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		115	101	88	0	---	---	115	101	88
Male		64	54	84	0	---	---	64	54	84
Female		51	47	92	0	---	---	51	47	92
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		23	15	65	0	---	---	23	15	65
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		9	6	67	0	---	---	9	6	67
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		74	71	96	0	---	---	74	71	96
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	26	20	77	0	---	---	26	20	77
	No	89	81	91	0	---	---	89	81	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	115	101	88	0	---	---	115	101	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	114	100	88	0	---	---	114	100	88
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual (EB)		4	---	---	0	---	---	4	---	---
Monitored 1st Year (M1), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 3rd Year (M3), reclassified from EB		2	---	---	0	---	---	2	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		107	95	89	0	---	---	107	95	89
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	115	101	88	0	---	---	115	101	88
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	112	98	88	0	---	---	112	98	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	24	12	50	0	---	---	24	12	50
	No	90	88	98	0	---	---	90	88	98
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	26	25	96	0	---	---	26	25	96
	No	88	75	85	0	---	---	88	75	85
	No Information Provided	1	---	---	0	---	---	1	---	---
Gifted/Talented	*Participants*	28	28	100	0	---	---	28	28	100
	Nonparticipants	87	73	84	0	---	---	87	73	84
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	20	12	60	0	---	---	20	12	60
	No	94	88	94	0	---	---	94	88	94
	No Information Provided	1	---	---	0	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Mathematics

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		115	100	87	0	---	---	115	100	87
Male		64	55	86	0	---	---	64	55	86
Female		51	45	88	0	---	---	51	45	88
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		23	15	65	0	---	---	23	15	65
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		9	4	44	0	---	---	9	4	44
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		74	72	97	0	---	---	74	72	97
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	26	17	65	0	---	---	26	17	65
	No	89	83	93	0	---	---	89	83	93
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	115	100	87	0	---	---	115	100	87
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	114	99	87	0	---	---	114	99	87
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual (EB)		4	---	---	0	---	---	4	---	---
Monitored 1st Year (M1), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 3rd Year (M3), reclassified from EB		2	---	---	0	---	---	2	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		107	94	88	0	---	---	107	94	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	115	100	87	0	---	---	115	100	87
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	112	97	87	0	---	---	112	97	87
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	24	12	50	0	---	---	24	12	50
	No	90	87	97	0	---	---	90	87	97
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	26	25	96	0	---	---	26	25	96
	No	88	74	84	0	---	---	88	74	84
	No Information Provided	1	---	---	0	---	---	1	---	---
Gifted/Talented	*Participants*	28	28	100	0	---	---	28	28	100
	Nonparticipants	87	72	83	0	---	---	87	72	83
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	20	10	50	0	---	---	20	10	50
	No	94	89	95	0	---	---	94	89	95
	No Information Provided	1	---	---	0	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Science

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

Report Date: JULY 2025
Date of Testing: SPRING 2025

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		115	90	78	0	---	---	115	90	78
Male		64	52	81	0	---	---	64	52	81
Female		51	38	75	0	---	---	51	38	75
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		23	14	61	0	---	---	23	14	61
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		9	4	44	0	---	---	9	4	44
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		74	64	86	0	---	---	74	64	86
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	26	14	54	0	---	---	26	14	54
	No	89	76	85	0	---	---	89	76	85
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	115	90	78	0	---	---	115	90	78
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	114	89	78	0	---	---	114	89	78
	No Information Provided	1	---	---	0	---	---	1	---	---
Identified as Emergent Bilingual (EB)		4	---	---	0	---	---	4	---	---
Monitored 1st Year (M1), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---
Monitored 3rd Year (M3), reclassified from EB		2	---	---	0	---	---	2	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		107	84	79	0	---	---	107	84	79
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	115	90	78	0	---	---	115	90	78
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	112	87	78	0	---	---	112	87	78
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	24	12	50	0	---	---	24	12	50
	No	90	77	86	0	---	---	90	77	86
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	26	21	81	0	---	---	26	21	81
	No	88	68	77	0	---	---	88	68	77
	No Information Provided	1	---	---	0	---	---	1	---	---
Gifted/Talented	*Participants*	28	27	96	0	---	---	28	27	96
	Nonparticipants	87	63	72	0	---	---	87	63	72
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	20	10	50	0	---	---	20	10	50
	No	94	79	84	0	---	---	94	79	84
	No Information Provided	1	---	---	0	---	---	1	---	---

Engagement Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents	Engagement Index
4.40	Change From Last Mean: 0.05 4.47 | 4.57 | 4.35 | 4.40	84	54	Engaged: **65%** Not Engaged: * Actively Disengaged: *

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	53	4.23	4.21	0.02	79	3.85
Q01: I know what is expected of me at work.	54	4.78	4.66	0.12	84	4.39
Q02: I have the materials and equipment I need to do my work right.	54	4.19	4.25	-0.06	55	3.93
Q03: At work, I have the opportunity to do what I do best every day.	54	4.46	4.50	-0.04	78	4.15
Q04: In the last seven days, I have received recognition or praise for doing good work.	54	4.28	4.07	↑ +0.21	86	3.51
Q05: My supervisor, or someone at work, seems to care about me as a person.	54	4.56	4.46	0.10	70	4.26
Q06: There is someone at work who encourages my development.	54	4.50	4.43	0.07	82	4.05
Q07: At work, my opinions seem to count.	54	4.22	4.07	0.15	81	3.72
Q08: The mission or purpose of my organization makes me feel my job is important.	54	4.39	4.41	-0.02	71	4.04
Q09: My associates or fellow employees are committed to doing quality work.	54	4.69	4.61	0.08	89	4.14
Q10: I have a best friend at work.	51	4.06	3.89	0.17	75	3.77
Q11: In the last six months, someone at work has talked to me about my progress.	52	4.21	4.22	-0.01	69	3.69
Q12: This last year, I have had opportunities at work to learn and grow.	51	4.53	4.62	-0.09	80	4.12

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FOOTNOTES

* - Scores are not available due to data suppression.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for all Means, Top Box, and Verbatim Responses; n < 10 for Frequency; or data are unavailable.

Mean Percentile Rank is being calculated against other workgroup scores in the Industry - Education - K-12 database.

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

Percentile Rank in Industry - Education - K-12 Database < 25th Percentile 25-49th Percentile 50-74th Percentile 75-89th Percentile >= 90th Percentile

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

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GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

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

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

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

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

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

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

COMPARISONS

EXTERNAL BENCHMARKING: (Industry - Education - K-12): Used as a benchmark to determine how your team's results compare to other workgroups within the Industry - Education - K-12 of clients.

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

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GALLUP FAMILY ENGAGEMENT

FAMILY INVOLVEMENT WITH AND ENTHUSIASM FOR SCHOOL

Denton Independent School District

YOUR RESULTS: MILDRED HA□ K ELEMENTARY

DECEMBER 2024
TOTAL N = 144

INTRODUCTION

Engaged families do more than participate in school or classroom-related activities, such as attending a family-teacher conference or asking their child about their day at school. **E**ngaged families experience a strong □eeling of pride for the school and serve as □he school's advocate when discussing it with friends and neighbors. In short, engaged families have a positive and emotional relationshi□ with their child's school.

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1 HOW DO YOU MEASURE FAMILY ENGAGEMENT?
WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?

2 THE FIVE DRIVERS OF FAMILY ENGAGEMENT
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HOW DOES FAMILY ENGAGEMENT RELATE TO THE FIVE DRIVERS?

3 HOW DO YOUR RESULTS COMPARE TO OTHERS?

4 SCHOOL ENVIRONMENT AND ACADEMIC STANDARDS

5 STRENGTH AND DEVELOPMENT AND SCHOOL COMMUNICATIONS

6 SCHOOL LEADERSHIP AND LENGTH OF RESIDENCE

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HOW DO YOU MEASURE FAMILY ENGAGEMENT?

Gallup's measure of school engagement gets to the heart of a family's emotional connection with their child's school. Three key items help measure their engagement:

SCHOOL ENGAGEMENT MEAN

(Average response to all THREE family engagement items, based on a 1-5 scale).

4.52

YOUR THREE KEY ENGAGEMENT ITEM RESULTS	YOUR ITEM MEANS (The average response to an item based on a 1-5 scale.) 2024	CHANGE	YOUR ITEM RESPONSES (STRONGLY DISAGREE % 1 % 2 % 3 % 4 % 5 STRONGLY AGREE)
My child's school al a s on what p omi es.	4.52	-0.05	7 30 62
I f el p ud to be a parent/guardian at my child's school.	4.62	-0.07	3 4 18 74
This school per ect for my child.	4.41	-0.08	5 5 28 60

HOW DO THE ABOVE ITEMS HELP ME KNOW MORE ABOUT MY FAMILIES?

Based on families' answers to the three key questions above, Gallup categorizes families into three distinct groups :

F lly engaged families are emotionally attached and rationally loyal to their child's school. They are strong ambassadors of the school, and they'll go above and beyond to promote and support the school.

Indifferent families are emotionally and rationally neutral. While not necessarily negative about the school, they lack the positive energy that is found with fully engaged families.

Act vely disengaged families are emotionally detached from their child's school. When given a choice, they would be more likely to send their child to another school. If changing schools is not an option, they may voice their negativity about the school to others.

WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?

FULLY ENGAGED

55%

INDIFFERENT

38%

ACTIVELY DISENGAGED

7%

Family engagement is not fixed; instead, it is something that school leaders can intentionally measure and improve over time.

The following pages identify key of family engagement, suggesting specific actions school leaders can take to improve their relationships with families.

▼▲ Notes meaningful growth or decline (±0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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THE FIVE DRIVERS OF FAMILY ENGAGEMENT

To better understand the factors that inspire family engagement, Gallup conducted a large national study with thousands of families and identified five drivers that lead to success in promoting family engagement.

SCHOOL ENVIRONMENT

In an era where three in 10 U.S. families worry about their child's safety at school, families focus on key aspects of the school environment very closely. Schools should be places where students are [illegible] and where [illegible]. Families also [illegible]. Fully engaged families believe that schools should be a place where their [illegible].

ACADEMIC STANDARDS

Families are seeking schools that are committed to high academic standards. They believe that [illegible] appropriately in class and with homework. Families appreciate when the school provides [illegible] in a way that fits how they learn best.

STRENGTH AND DEVELOPMENT

Families are looking for an environment where [illegible]. They want their child to have the opportunity to [illegible] in an environment that identifies and appreciates student strengths. They believe that successful schools are places where their [illegible] and where [illegible] that help students know their schoolwork is important. These key factors not only encourage family engagement; they are also associated with increased student engagement.

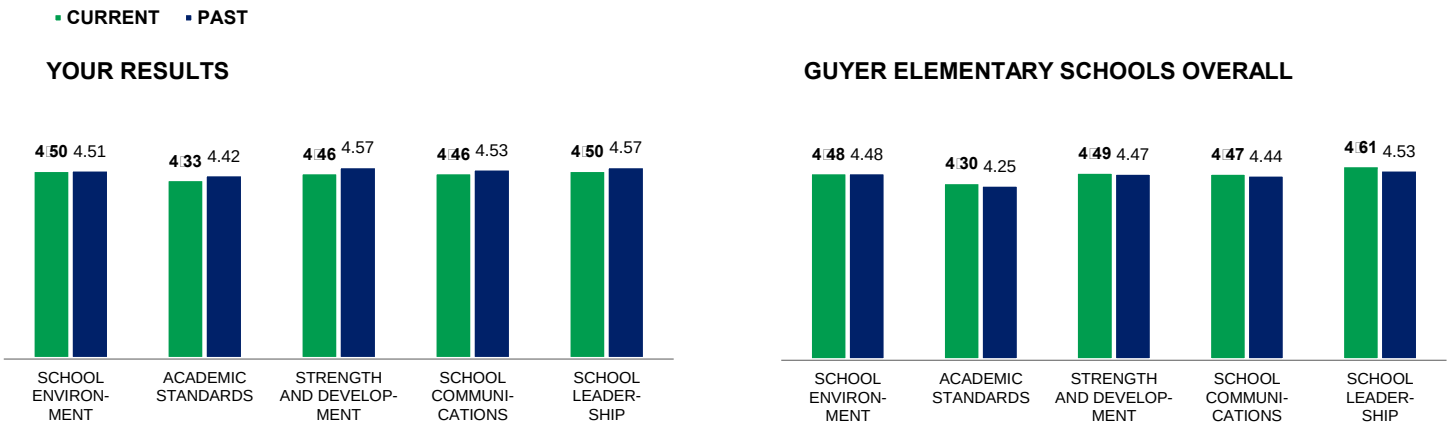
SCHOOL COMMUNICATIONS

In too many schools, communication with families consists of a newsletter and the occasional urgent message alerting families to a security issue or weather delay. Engaged families [illegible] that goes beyond this. They appreciate positive feedback about their child and [illegible] to ensure their child's success. Great schools [illegible] and that [illegible] in their child's education.

SCHOOL LEADERSHIP

Families appreciate when principals and other school leaders are [illegible] of the students and community and [illegible] to those needs as they arise. They are looking for leaders who [illegible]. Families are more likely to be engaged when the school is led in a way that makes them [illegible].

YOUR FIVE DRIVERS RESULTS



HOW DOES FAMILY ENGAGEMENT RELATE TO THE FIVE DRIVERS?

When families are very satisfied with [illegible] of these five drivers, **58%** [illegible], Gallup analysis shows. But if families are very satisfied with [illegible], **84%** [illegible] -- and [illegible]. Though promoting family engagement requires intentional effort from school leaders, focusing on the five drivers previously mentioned typically doesn't require additional funding or an extensive time investment. Leaders are encouraged to consider each of these drivers as they work to increase levels of family engagement at their schools.

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YOUR RESULTS SUMMARY

	YOUR RESULTS		GUYER ELEMENTARY SCHOOLS OVERALL		YOUR RESULTS - GUYER ELEMENTARY SCHOOLS OVERALL DIFFERENCE
	2024	CHANGE	2024	CHANGE	
SCHOOL ENGAGEMENT	**4.52**	**-0.09**	**4.51**	**+0.03**	**+0.01**
Delivers on promises	4.52	-0.05	4.50	+0.04	+0.02
Feel proud	4.62	-0.07	4.63	+0.03	-0.01
Perfect for my child	4.41	-0.08	4.39	+0.04	+0.02
SCHOOL ENVIRONMENT	**4.50**	**-0.01**	**4.48**	**+0.00**	**+0.02**
Welcoming environment	4.64	-0.06	4.67	+0.01	-0.03
Enjoys being at school	4.51	+0.05	4.47	-0.01	+0.04
Treated with respect	4.45	-0.03	4.47	+0.01	-0.02
Appropriate discipline	4.40	+0.02	4.30	+0.01	+0.10
ACADEMIC STANDARDS	**4.33**	**-0.09**	**4.30**	**+0.05**	**+0.03**
High academic standards	4.58	-0.02	4.41	+0.03	+0.17
Appropriately challenged	4.33	-0.13	4.34	+0.05	-0.01
Homework is about right	4.31	-0.12	4.28	+0.01	+0.03
Opportunities to choose how they learn	4.08	-0.11	4.12	+0.08	-0.04
STRENGTH AND DEVELOPMENT	**4.46**	**-0.11**	**4.49**	**+0.02**	**-0.03**
Make child feel schoolwork is important	4.58	-0.06	4.56	+0.02	+0.02
Someone who encourages development	4.53	-0.20	4.62	+0.00	-0.09
Opportunity to do best every day	4.34	-0.11	4.37	+0.03	-0.03
School is committed to building the strengths	4.39	-0.05	4.41	+0.07	-0.02
SCHOOL COMMUNICATIONS	**4.46**	**-0.07**	**4.47**	**+0.03**	**-0.01**
School provides positive feedback	4.40	-0.15	4.45	+0.00	-0.05
School provides ways for parents/guardians to be involved	4.58	+0.01	4.58	+0.01	+0.00
Teachers and parents/guardians work together	4.47	-0.14	4.51	+0.05	-0.04
Communication is perfect for me	4.34	-0.05	4.32	+0.05	+0.02
SCHOOL LEADERSHIP	**4.50**	**-0.07**	**4.61**	**+0.08**	**-0.11**
Always treats me with respect	4.61	-0.14	4.72	+0.04	-0.11
Creates environment that is trusting and open	4.50	-0.10	4.61	+0.08	-0.11
Are responsive to community concerns	4.52	-0.01	4.59	+0.09	-0.07
Makes me enthusiastic about the future	4.37	-0.05	4.50	+0.09	-0.13

▼▲ Notes meaningful growth or decline (±0.30 change).

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SCHOOL ENVIRONMENT

(Average response to all FOUR items, based on a 1-5 scale).

4.50

YOUR SCHOOL ENVIRONMENT ITEM RESULTS	YOUR ITEM MEANS (The average response to an item based on a 1-5 scale.) 2024	CHANGE	YOUR ITEM RESPONSES (STRONGLY DISAGREE % 1 % 2 % 3 % 4 % 5 STRONGLY AGREE)
My child's school is a welcoming environment.	4.64	-0.06	6 19 74
My child enjoys being at school.	4.51	+0.05	6 27 64
My child is always treated with respect at school.	4.45	-0.03	9 29 59
There is appropriate discipline at my child's school.	4.40	+0.02	4 6 34 56

ACADEMIC STANDARDS

(Average response to all FOUR items, based on a 1-5 scale).

4.33

YOUR ACADEMIC STANDARDS ITEM RESULTS	YOUR ITEM MEANS (The average response to an item based on a 1-5 scale.) 2024	CHANGE	YOUR ITEM RESPONSES (STRONGLY DISAGREE % 1 % 2 % 3 % 4 % 5 STRONGLY AGREE)
My child's school has high academic standards.	4.58	-0.02	4 28 66
My child is appropriately challenged in their classes.	4.33	-0.13	3 10 29 56
The amount of homework my child receives is about right.	4.31	-0.12	8 5 25 60
My child has opportunities at school to choose how they learn.	4.08	-0.11	5 6 15 25 49

▼▲ Notes meaningful growth or decline (±0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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STRENGTH AND DEVELOPMENT

(Average response to all FOUR items, based on a 1-5 scale).

4.46

YOUR STRENGTH AND DEVELOPMENT ITEM RESULTS	YOUR ITEM MEANS The average response to an item based on a 1-5 scale. 2024	CHANGE	YOUR ITEM RESPONSES STRONGLY DISAGREE % 1	% 2	% 3	% 4	STRONGLY AGREE % 5
Teachers make my child feel that their school work is important.	4.58	-0.06	3	6		19	71
There is someone at school who encourages my child's development.	4.53	-0.20	3	6		21	69
At school, my child has the opportunity to do what they do best every day.	4.34	-0.11	4	9		26	59
My child's school is committed to building the strengths of each student.	4.39	-0.05		10		26	60

SCHOOL COMMUNICATIONS

(Average response to all FOUR items, based on a 1-5 scale).

4.46

YOUR SCHOOL COMMUNICATIONS ITEM RESULTS	YOUR ITEM MEANS The average response to an item based on a 1-5 scale. 2024	CHANGE	YOUR ITEM RESPONSES STRONGLY DISAGREE % 1	% 2	% 3	% 4	STRONGLY AGREE % 5
My child's school provides positive feedback about my child.	4.40	-0.15	3	5	6	22	65
My child's school provides a variety of ways for parents/guardians to become involved.	4.58	+0.01			10	22	68
Teachers and parents/guardians work together for student success at my child's school.	4.47	-0.14		4	6	25	64
The communication I receive from my child's school is perfect for me.	4.34	-0.05		4	10	27	58

▼▲ Notes meaningful growth or decline (±0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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SCHOOL LEADERSHIP

(Average response to all FOUR items, based on a 1-5 scale).

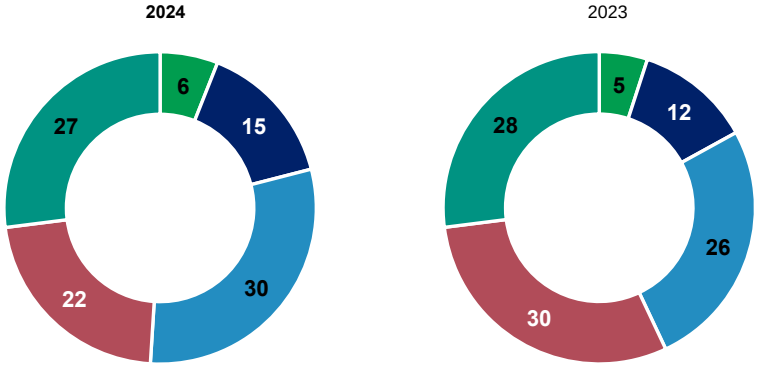
4.50

YOUR SCHOOL LEADERSHIP ITEM RESULTS	YOUR ITEM MEANS (The average response to an item based on a 1-5 scale.) 2024	CHANGE	YOUR ITEM RESPONSES (STRONGLY DISAGREE % 1 % 2 % 3 % 4 % 5 STRONGLY AGREE)
The leadership at my child's school always treats me with respect.	4.61	-0.14	4, 19, 73
The leadership at my child's school creates an environment that is trusting and open.	4.50	-0.10	11, 20, 67
Leaders at my child's school are responsive to community concerns.	4.52	-0.01	12, 17, 69
The leadership at my child's school makes me enthusiastic about the future.	4.37	-0.05	4, 13, 21, 61

ADDITIONAL QUESTIONS

How long has your family lived in the Denton Independent School District?

- Less than one year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years



▼▲ Notes meaningful growth or decline (±0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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2023-24 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: HAWK EL

Campus Number: 061901118

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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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	70%	**82%**	86%	71%	83%	*	100%	-	-	44%	*	80%	88%	74%	80%
	2023	76%	77%	**90%**	100%	74%	94%	*	86%	-	-	70%	*	93%	79%	71%	83%
At Meets Grade Level or Above	2024	48%	44%	**66%**	57%	53%	68%	*	84%	-	-	25%	*	67%	64%	57%	60%
	2023	50%	51%	**72%**	57%	70%	74%	*	86%	-	-	60%	*	73%	71%	38%	67%
At Masters Grade Level	2024	21%	20%	**32%**	29%	35%	35%	*	26%	-	-	19%	*	35%	24%	22%	27%
	2023	20%	20%	**29%**	29%	13%	30%	*	71%	-	-	0%	*	27%	33%	10%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	**73%**	57%	59%	75%	*	89%	-	-	38%	*	75%	68%	74%	73%
	2023	73%	72%	**90%**	71%	83%	94%	*	86%	-	-	70%	*	90%	88%	67%	67%
At Meets Grade Level or Above	2024	42%	38%	**48%**	57%	24%	45%	*	79%	-	-	31%	*	47%	52%	39%	53%
	2023	45%	43%	**71%**	57%	61%	76%	*	71%	-	-	50%	*	71%	71%	38%	67%
At Masters Grade Level	2024	15%	12%	**18%**	0%	18%	15%	*	32%	-	-	19%	*	20%	12%	13%	20%
	2023	19%	18%	**35%**	43%	22%	37%	*	57%	-	-	0%	*	33%	42%	14%	33%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	78%	**95%**	78%	91%	97%	*	100%	-	-	81%	*	98%	88%	93%	100%
	2023	77%	78%	**95%**	83%	90%	96%	*	100%	-	-	83%	*	96%	93%	88%	83%
At Meets Grade Level or Above	2024	51%	49%	**72%**	56%	55%	78%	*	88%	-	-	38%	*	78%	58%	41%	67%
	2023	48%	48%	**76%**	67%	60%	79%	*	86%	-	-	52%	*	73%	83%	53%	50%
At Masters Grade Level	2024	23%	22%	**41%**	33%	14%	45%	*	88%	-	-	5%	*	41%	39%	17%	33%
	2023	22%	21%	**39%**	0%	25%	42%	*	71%	-	-	13%	*	38%	41%	18%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	**86%**	56%	73%	92%	*	100%	-	-	57%	*	86%	85%	69%	100%
	2023	71%	69%	**90%**	100%	75%	92%	*	100%	-	-	65%	*	90%	90%	65%	67%
At Meets Grade Level or Above	2024	46%	38%	**68%**	44%	50%	75%	*	88%	-	-	33%	*	70%	64%	34%	67%
	2023	48%	46%	**77%**	67%	60%	80%	*	100%	-	-	48%	*	78%	76%	59%	67%
At Masters Grade Level	2024	21%	16%	**42%**	22%	32%	42%	*	88%	-	-	10%	*	44%	36%	17%	50%
	2023	22%	20%	**40%**	50%	20%	41%	*	71%	-	-	26%	*	39%	45%	24%	33%
Grade 5 Reading																	

	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	2024	79%	76%	**94%**	100%	90%	93%	*	100%	-	-	72%	*	95%	92%	86%	100%
	2023	81%	81%	**97%**	82%	96%	100%	-	100%	-	-	85%	*	98%	94%	92%	100%
At Meets Grade Level or Above	2024	55%	53%	**77%**	67%	71%	78%	*	89%	-	-	56%	*	79%	72%	62%	71%
	2023	57%	57%	**80%**	64%	67%	87%	-	100%	-	-	31%	*	84%	71%	62%	100%
At Masters Grade Level	2024	29%	27%	**46%**	17%	33%	48%	*	67%	-	-	24%	*	47%	44%	33%	57%
	2023	28%	30%	**55%**	45%	44%	58%	-	75%	-	-	23%	*	52%	60%	38%	67%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	70%	**94%**	100%	90%	93%	*	100%	-	-	84%	*	95%	92%	86%	100%
	2023	80%	79%	**97%**	73%	100%	100%	-	100%	-	-	92%	*	98%	94%	85%	100%
At Meets Grade Level or Above	2024	50%	43%	**72%**	50%	52%	75%	*	100%	-	-	40%	*	75%	64%	52%	86%
	2023	51%	50%	**80%**	55%	74%	85%	-	100%	-	-	46%	*	81%	77%	62%	89%
At Masters Grade Level	2024	19%	17%	**30%**	17%	24%	30%	*	56%	-	-	12%	*	32%	28%	14%	29%
	2023	21%	20%	**42%**	0%	33%	49%	-	88%	-	-	23%	*	42%	43%	23%	44%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	50%	**74%**	50%	67%	76%	*	89%	-	-	52%	*	76%	69%	57%	71%
	2023	65%	63%	**80%**	36%	81%	85%	-	100%	-	-	62%	*	77%	86%	62%	67%
At Meets Grade Level or Above	2024	28%	22%	**31%**	0%	29%	31%	*	56%	-	-	20%	*	32%	31%	29%	71%
	2023	36%	34%	**49%**	27%	30%	58%	-	88%	-	-	23%	*	52%	46%	31%	56%
At Masters Grade Level	2024	11%	8%	**14%**	0%	14%	13%	*	22%	-	-	0%	*	14%	14%	10%	29%
	2023	16%	13%	**24%**	0%	7%	34%	-	50%	-	-	8%	*	22%	29%	15%	33%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	71%	**86%**	74%	78%	88%	67%	96%	-	-	63%	95%	87%	83%	77%	86%
	2023	76%	75%	**91%**	75%	86%	94%	*	96%	-	-	75%	100%	92%	90%	75%	82%
At Meets Grade Level or Above	2024	48%	45%	**62%**	48%	48%	65%	33%	83%	-	-	36%	53%	64%	58%	44%	65%
	2023	49%	48%	**72%**	54%	60%	77%	*	90%	-	-	45%	80%	73%	70%	48%	73%
At Masters Grade Level	2024	20%	18%	**32%**	18%	24%	33%	33%	47%	-	-	12%	11%	33%	29%	18%	32%
	2023	20%	19%	**38%**	22%	24%	41%	*	69%	-	-	15%	40%	36%	42%	19%	37%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	74%	**91%**	86%	85%	93%	*	100%	-	-	68%	88%	92%	89%	85%	89%
	2023	77%	78%	**94%**	88%	87%	97%	*	95%	-	-	80%	100%	95%	90%	82%	90%

	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	2024	54%	53%	**72%**	59%	60%	76%	*	86%	-	-	42%	88%	75%	65%	52%	64%
	2023	53%	55%	**76%**	63%	66%	79%	*	91%	-	-	48%	86%	76%	75%	49%	76%
At Masters Grade Level	2024	22%	21%	**40%**	27%	27%	45%	*	50%	-	-	16%	25%	42%	37%	23%	36%
	2023	20%	21%	**40%**	29%	29%	42%	*	73%	-	-	13%	43%	38%	47%	20%	38%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	67%	**86%**	68%	75%	89%	*	94%	-	-	63%	100%	87%	83%	75%	86%
	2023	75%	72%	**92%**	79%	87%	95%	*	95%	-	-	74%	100%	92%	91%	71%	81%
At Meets Grade Level or Above	2024	43%	37%	**64%**	50%	43%	69%	*	86%	-	-	35%	38%	66%	61%	41%	64%
	2023	45%	42%	**76%**	58%	66%	80%	*	91%	-	-	48%	86%	76%	75%	51%	76%
At Masters Grade Level	2024	17%	13%	**31%**	14%	25%	31%	*	50%	-	-	13%	0%	33%	27%	15%	29%
	2023	19%	17%	**39%**	25%	26%	42%	*	73%	-	-	20%	43%	38%	43%	20%	38%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	70%	**74%**	50%	67%	76%	*	89%	-	-	52%	*	76%	69%	57%	71%
	2023	77%	75%	**80%**	36%	81%	85%	-	100%	-	-	62%	*	77%	86%	62%	67%
At Meets Grade Level or Above	2024	43%	39%	**31%**	0%	29%	31%	*	56%	-	-	20%	*	32%	31%	29%	71%
	2023	47%	44%	**49%**	27%	30%	58%	-	88%	-	-	23%	*	52%	46%	31%	56%
At Masters Grade Level	2024	16%	13%	**14%**	0%	14%	13%	*	22%	-	-	0%	*	14%	14%	10%	29%
	2023	18%	16%	**24%**	0%	7%	34%	-	50%	-	-	8%	*	22%	29%	15%	33%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	32%	**42%**	43%	24%	43%	*	63%	-	-	25%	*	42%	44%	30%	40%
	2023	37%	36%	**64%**	57%	61%	66%	*	71%	-	-	50%	*	63%	67%	33%	67%
Reading and Mathematics Including EOC	2024	35%	32%	**42%**	43%	24%	43%	*	63%	-	-	25%	*	42%	44%	30%	40%
	2023	37%	36%	**64%**	57%	61%	66%	*	71%	-	-	50%	*	63%	67%	33%	67%
Reading Including EOC	2024	48%	44%	**66%**	57%	53%	68%	*	84%	-	-	25%	*	67%	64%	57%	60%
	2023	50%	51%	**72%**	57%	70%	74%	*	86%	-	-	60%	*	73%	71%	38%	67%
Math Including EOC	2024	42%	38%	**48%**	57%	24%	45%	*	79%	-	-	31%	*	47%	52%	39%	53%
	2023	45%	43%	**71%**	57%	61%	76%	*	71%	-	-	50%	*	71%	71%	38%	67%
4th Graders																	
Reading and Mathematics	2024	38%	33%	**63%**	44%	45%	68%	*	88%	-	-	29%	*	66%	55%	34%	67%
	2023	38%	37%	**67%**	50%	45%	72%	*	86%	-	-	39%	*	67%	69%	41%	50%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	33%	**63%**	44%	45%	68%	*	88%	-	-	29%	*	66%	55%	34%	67%
	2023	38%	37%	**67%**	50%	45%	72%	*	86%	-	-	39%	*	67%	69%	41%	50%
Reading Including EOC	2024	51%	49%	**72%**	56%	55%	78%	*	88%	-	-	38%	*	78%	58%	41%	67%
	2023	48%	48%	**76%**	67%	60%	79%	*	86%	-	-	52%	*	73%	83%	53%	50%
Math Including EOC	2024	46%	38%	**68%**	44%	50%	75%	*	88%	-	-	33%	*	70%	64%	34%	67%
	2023	48%	46%	**77%**	67%	60%	80%	*	100%	-	-	48%	*	78%	76%	59%	67%
5th Graders																	
Reading and Mathematics	2024	42%	37%	**65%**	33%	48%	68%	*	89%	-	-	36%	*	67%	58%	48%	71%
	2023	43%	43%	**71%**	55%	56%	77%	-	100%	-	-	31%	*	75%	63%	46%	89%
Reading and Mathematics Including EOC	2024	42%	37%	**65%**	33%	48%	68%	*	89%	-	-	36%	*	67%	58%	48%	71%
	2023	43%	43%	**71%**	55%	56%	77%	-	100%	-	-	31%	*	75%	63%	46%	89%
Reading Including EOC	2024	55%	53%	**77%**	67%	71%	78%	*	89%	-	-	56%	*	79%	72%	62%	71%
	2023	57%	57%	**80%**	64%	67%	87%	-	100%	-	-	31%	*	84%	71%	62%	100%
Math Including EOC	2024	51%	43%	**72%**	50%	52%	75%	*	100%	-	-	40%	*	75%	64%	52%	86%
	2023	51%	50%	**80%**	55%	74%	85%	-	100%	-	-	46%	*	81%	77%	62%	89%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	30%	**58%**	41%	40%	63%	*	75%	-	-	31%	38%	60%	53%	37%	54%
	2023	37%	36%	**67%**	54%	54%	71%	*	86%	-	-	39%	71%	68%	66%	39%	71%
Reading and Mathematics Including EOC	2024	38%	32%	**58%**	41%	40%	63%	*	75%	-	-	31%	38%	60%	53%	37%	54%
	2023	39%	37%	**67%**	54%	54%	71%	*	86%	-	-	39%	71%	68%	66%	39%	71%
Reading Including EOC	2024	54%	52%	**72%**	59%	60%	76%	*	86%	-	-	42%	88%	75%	65%	52%	64%
	2023	53%	54%	**76%**	63%	66%	79%	*	91%	-	-	48%	86%	76%	75%	49%	76%
Math Including EOC	2024	45%	37%	**64%**	50%	43%	69%	*	86%	-	-	35%	38%	66%	61%	41%	64%
	2023	47%	43%	**76%**	58%	66%	80%	*	91%	-	-	48%	86%	76%	75%	51%	76%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	65%	**85%**	63%	83%	86%	*	100%	-	-	68%	*	87%	80%	71%	92%
	2023	55%	55%	**71%**	40%	58%	75%	*	83%	-	-	57%	*	71%	74%	50%	58%
Grade 4 Mathematics	2024	60%	53%	**82%**	50%	81%	85%	*	100%	-	-	70%	*	81%	83%	62%	100%
	2023	63%	65%	**91%**	100%	74%	93%	*	100%	-	-	82%	*	92%	88%	75%	75%
Grade 5 ELA/Reading	2024	70%	68%	**84%**	83%	93%	81%	*	89%	-	-	70%	*	82%	91%	92%	93%
	2023	65%	66%	**84%**	100%	76%	85%	-	86%	-	-	63%	*	83%	85%	89%	100%
Grade 5 Mathematics	2024	65%	59%	**76%**	58%	83%	74%	*	89%	-	-	66%	*	73%	83%	78%	86%
	2023	71%	74%	**76%**	67%	66%	81%	-	86%	-	-	67%	*	75%	77%	61%	75%
All Grades Both Subjects	2024	64%	60%	**81%**	63%	85%	81%	*	94%	-	-	68%	75%	80%	84%	74%	92%
	2023	64%	65%	**81%**	79%	69%	84%	*	88%	-	-	68%	75%	80%	81%	67%	79%
All Grades ELA/Reading	2024	67%	65%	**84%**	71%	88%	83%	*	94%	-	-	69%	*	84%	85%	80%	92%
	2023	63%	64%	**77%**	79%	68%	79%	*	85%	-	-	59%	*	76%	80%	64%	82%
All Grades Mathematics	2024	60%	54%	**79%**	54%	82%	79%	*	94%	-	-	68%	*	77%	83%	68%	92%
	2023	66%	67%	**84%**	79%	69%	89%	*	92%	-	-	76%	*	85%	82%	70%	75%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	35%	**64%**	*	71%	60%	-	*	-	-	50%	-	60%	67%	67%	*
	2023	33%	36%	**70%**	*	*	75%	-	-	-	-	40%	-	75%	*	*	*
Grade 4 Mathematics	2024	26%	22%	**47%**	*	33%	60%	-	*	-	-	22%	-	25%	71%	50%	*
	2023	27%	28%	**50%**	*	50%	45%	-	-	-	-	22%	-	53%	*	20%	*
Grade 5 ELA/Reading	2024	35%	32%	**57%**	*	*	*	-	*	-	-	*	-	*	*	*	*
	2023	37%	36%	*	-	*	-	-	-	-	-	*	-	*	*	-	*
Grade 5 Mathematics	2024	41%	31%	**73%**	*	80%	63%	-	*	-	-	67%	-	60%	100%	83%	*
	2023	48%	47%	*	*	*	-	-	-	-	-	*	-	*	*	*	-
All Grades Both Subjects	2024	32%	29%	**61%**	50%	60%	57%	-	*	-	-	41%	-	46%	76%	60%	100%
	2023	38%	38%	**60%**	*	58%	58%	-	-	-	-	39%	-	65%	44%	14%	*
All Grades ELA/Reading	2024	30%	27%	**62%**	*	67%	50%	-	*	-	-	36%	-	50%	69%	56%	*
	2023	35%	37%	**71%**	*	60%	75%	-	-	-	-	50%	-	80%	*	*	*
All Grades Mathematics	2024	35%	30%	**60%**	*	55%	62%	-	*	-	-	44%	-	44%	83%	63%	*
	2023	40%	40%	**52%**	*	57%	45%	-	-	-	-	30%	-	56%	40%	17%	*

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

- Indicates there are no students in the group.

	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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	71%	**86%**	-	-	-	-	-	-	85%	83%	88%	-	-	86%	85%	*
	2023	76%	75%	**91%**	-	-	-	-	-	-	76%	86%	63%	-	-	92%	76%	100%
At Meets Grade Level or Above	2024	48%	45%	**62%**	-	-	-	-	-	-	63%	57%	76%	-	-	62%	63%	*
	2023	49%	48%	**72%**	-	-	-	-	-	-	65%	71%	56%	-	-	72%	65%	93%
At Masters Grade Level	2024	20%	18%	**32%**	-	-	-	-	-	-	27%	21%	41%	-	-	32%	27%	*
	2023	20%	19%	**38%**	-	-	-	-	-	-	19%	19%	19%	-	-	38%	19%	86%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	74%	**91%**	-	-	-	-	-	-	88%	85%	100%	-	-	91%	88%	*
	2023	77%	78%	**94%**	-	-	-	-	-	-	88%	90%	83%	-	-	94%	88%	100%
At Meets Grade Level or Above	2024	54%	53%	**72%**	-	-	-	-	-	-	62%	55%	83%	-	-	73%	62%	*
	2023	53%	55%	**76%**	-	-	-	-	-	-	69%	70%	67%	-	-	76%	69%	100%
At Masters Grade Level	2024	22%	21%	**40%**	-	-	-	-	-	-	31%	25%	50%	-	-	41%	31%	*
	2023	20%	21%	**40%**	-	-	-	-	-	-	19%	10%	33%	-	-	40%	19%	100%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	67%	**86%**	-	-	-	-	-	-	85%	85%	83%	-	-	86%	85%	*
	2023	75%	72%	**92%**	-	-	-	-	-	-	75%	80%	67%	-	-	93%	75%	100%
At Meets Grade Level or Above	2024	43%	37%	**64%**	-	-	-	-	-	-	62%	60%	67%	-	-	64%	62%	*
	2023	45%	42%	**76%**	-	-	-	-	-	-	69%	70%	67%	-	-	76%	69%	100%
At Masters Grade Level	2024	17%	13%	**31%**	-	-	-	-	-	-	23%	20%	33%	-	-	31%	23%	*
	2023	19%	17%	**39%**	-	-	-	-	-	-	25%	30%	17%	-	-	39%	25%	80%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	70%	**74%**	-	-	-	-	-	-	71%	*	80%	-	-	74%	71%	-
	2023	77%	75%	**80%**	-	-	-	-	-	-	40%	*	*	-	-	81%	40%	*
At Meets Grade Level or Above	2024	43%	39%	**31%**	-	-	-	-	-	-	71%	*	80%	-	-	29%	71%	-
	2023	47%	44%	**49%**	-	-	-	-	-	-	40%	*	*	-	-	49%	40%	*
At Masters Grade Level	2024	16%	13%	**14%**	-	-	-	-	-	-	29%	*	40%	-	-	13%	29%	-
	2023	18%	16%	**24%**	-	-	-	-	-	-	0%	*	*	-	-	23%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	60%	**81%**	-	-	-	-	-	-	91%	88%	95%	-	-	81%	91%	*
	2023	64%	65%	**81%**	-	-	-	-	-	-	75%	63%	83%	-	-	81%	75%	88%
All Grades ELA/Reading	2024	67%	65%	**84%**	-	-	-	-	-	-	91%	92%	90%	-	-	84%	91%	*
	2023	63%	64%	**77%**	-	-	-	-	-	-	75%	*	92%	-	-	77%	75%	*

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

	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
All Grades Mathematics	2024	60%	54%	**79%**	-	-	-	-	-	-	91%	83%	100%	-	-	78%	91%	*
	2023	66%	67%	**84%**	-	-	-	-	-	-	75%	*	75%	-	-	85%	75%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	29%	**61%**	-	-	-	-	-	-	100%	100%	*	-	-	56%	100%	-
	2023	38%	38%	**60%**	-	-	-	-	-	-	*	-	*	-	-	65%	*	-
All Grades ELA/Reading	2024	30%	27%	**62%**	-	-	-	-	-	-	*	*	-	-	-	58%	*	-
	2023	35%	37%	**71%**	-	-	-	-	-	-	*	-	*	-	-	75%	*	-
All Grades Mathematics	2024	35%	30%	**60%**	-	-	-	-	-	-	*	*	*	-	-	54%	*	-
	2023	40%	40%	**52%**	-	-	-	-	-	-	*	-	*	-	-	58%	*	-

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**99%**	93%	99%	99%	100%	100%	-	-	96%	100%	99%	98%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**1%**	7%	1%	1%	0%	0%	-	-	4%	0%	1%	2%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	**99%**	92%	98%	100%	*	100%	-	-	95%	100%	99%	98%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**1%**	8%	2%	0%	*	0%	-	-	5%	0%	1%	2%	5%	0%
Not Included in Accountability: Other Exclusions	4%	3%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**99%**	92%	98%	100%	*	100%	-	-	95%	100%	99%	98%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**1%**	8%	2%	0%	*	0%	-	-	5%	0%	1%	2%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**99%**	100%	100%	99%	*	100%	-	-	100%	*	99%	100%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**1%**	0%	0%	1%	*	0%	-	-	0%	*	1%	0%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	98%	100%
Included in Accountability	93%	93%	**96%**	91%	97%	98%	*	88%	-	-	95%	100%	98%	92%	95%	96%
Not Included in Accountability: Mobile	4%	5%	**4%**	9%	3%	2%	*	12%	-	-	5%	0%	2%	8%	3%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	98%	100%
Included in Accountability	92%	92%	**96%**	92%	96%	98%	*	88%	-	-	96%	100%	98%	93%	94%	95%
Not Included in Accountability: Mobile	4%	5%	**4%**	8%	4%	2%	*	12%	-	-	4%	0%	2%	7%	4%	5%
Not Included in Accountability: Other Exclusions	3%	3%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	98%	100%
Included in Accountability	94%	94%	**96%**	92%	96%	98%	*	88%	-	-	96%	100%	98%	93%	94%	95%
Not Included in Accountability: Mobile	5%	5%	**4%**	8%	4%	2%	*	12%	-	-	4%	0%	2%	7%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	85%	100%	96%	-	89%	-	-	93%	*	100%	88%	100%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	15%	0%	4%	-	11%	-	-	7%	*	0%	13%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	94.5%	**96.0%**	95.2%	96.1%	96.0%	*	96.2%	*	96.5%	95.9%	95.2%	96.5%
2021-22	92.2%	93.4%	**95.3%**	95.5%	94.8%	95.4%	*	96.1%	-	96.0%	93.8%	94.2%	95.0%
Chronic Absenteeism													
2022-23	20.3%	14.6%	**5.7%**	19.4%	6.8%	4.3%	*	4.3%	*	0.0%	6.1%	13.7%	0.0%
2021-22	25.7%	19.4%	**7.1%**	18.2%	6.9%	6.5%	*	7.3%	-	5.0%	14.3%	10.5%	14.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.2%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	85.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	85.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	83.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	2,250	377,367
By Ethnicity:				
African American	-	-	467	46,822
Hispanic	-	-	707	197,333
White	-	-	914	103,009
American Indian	-	-	13	1,181
Asian	-	-	71	19,151
Pacific Islander	-	-	2	574
Two or More Races	-	-	76	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	315	49,278
Foundation H.S. Program (Endorsement)	-	-	22	16,475
Foundation H.S. Program (DLA)	-	-	1,913	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	249	34,589
Economically Disadvantaged Graduates	-	-	910	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	252	50,229
At-Risk Graduates	-	-	631	168,430
CTE Completers	-	-	679	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**656**	**100.0%**	**32,779**	**5,517,464**	**660**	**100.0%**	**32,866**	**5,531,236**
Students by Grade								
Pre-Kindergarten	35	5.3%	4.1%	4.5%	35	5.3%	4.1%	4.5%
Pre-Kindergarten: 3-year Old	1	0.2%	0.8%	0.8%	1	0.2%	0.8%	0.8%
Pre-Kindergarten: 4-year Old	34	5.2%	3.3%	3.7%	34	5.2%	3.2%	3.7%
Kindergarten	86	13.1%	7.1%	6.5%	86	13.0%	7.1%	6.5%
Grade 1	98	14.9%	7.2%	7.0%	98	14.8%	7.2%	7.0%
Grade 2	104	15.9%	7.6%	7.3%	104	15.8%	7.6%	7.3%
Grade 3	89	13.6%	7.3%	7.2%	89	13.5%	7.3%	7.2%
Grade 4	116	17.7%	7.2%	7.2%	116	17.6%	7.2%	7.2%
Grade 5	128	19.5%	7.5%	7.2%	128	19.4%	7.5%	7.2%
Ethnic Distribution								
African American	31	4.7%	21.4%	12.8%	31	4.7%	21.3%	12.8%
Hispanic	135	20.6%	35.1%	53.2%	135	20.5%	35.0%	53.2%
White	376	57.3%	33.7%	25.0%	380	57.6%	33.7%	25.0%
American Indian	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Asian	60	9.1%	4.4%	5.4%	60	9.1%	4.4%	5.4%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	51	7.8%	5.0%	3.1%	51	7.7%	5.0%	3.1%
Sex								
Female	322	49.1%	48.9%	48.9%	324	49.1%	48.8%	48.8%
Male	334	50.9%	51.1%	51.1%	336	50.9%	51.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	138	21.0%	50.6%	62.3%	139	21.1%	50.5%	62.2%
Non-Educationally Disadvantaged	518	79.0%	49.4%	37.7%	521	78.9%	49.5%	37.8%
Section 504 Students	69	10.5%	10.8%	7.2%	69	10.5%	10.7%	7.2%
EB Students/EL	54	8.2%	18.7%	24.4%	54	8.2%	18.7%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	1.9%	1.9%				
Students w/ Dyslexia	65	9.9%	8.1%	6.0%	65	9.8%	8.1%	6.0%
Foster Care	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Homeless	0	0.0%	0.8%	1.4%	0	0.0%	0.8%	1.4%
Immigrant	2	0.3%	1.5%	2.9%	2	0.3%	1.5%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	34.0%	65.7%	0	0.0%	34.0%	65.7%
Military Connected	8	1.2%	2.6%	3.9%	8	1.2%	2.5%	3.9%
At-Risk	152	23.2%	31.2%	53.2%	152	23.0%	31.1%	53.2%
Students by Instructional Program								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Bilingual/ESL Education	54	8.2%	19.5%	24.5%	54	8.2%	19.4%	24.4%
Career and Technical Education	0	0.0%	30.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	73.3%	-	-	-	-
Gifted and Talented Education	72	11.0%	10.0%	8.5%	72	10.9%	10.0%	8.5%
Special Education	101	15.4%	14.5%	13.9%	105	15.9%	14.7%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**101**							
Students with Intellectual Disabilities	41	40.6%	35.9%	45.7%				
Students with Physical Disabilities	26	25.7%	21.1%	18.9%				
Students with Autism	17	16.8%	15.7%	16.2%				
Students with Behavioral Disabilities	**	**	25.9%	17.6%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**41**	**7.8%**	**17.7%**	**16.1%**				
African American	5	0.9%	6.1%	3.4%				
Hispanic	12	2.3%	5.6%	8.5%				
White	13	2.5%	4.3%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	10	1.9%	0.6%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	1.1%	0.5%				
Special Ed Students who are Mobile	7	7.1%	21.3%	17.6%				
Count and Percent of EB Students/EL who are Mobile	6	15.0%	16.9%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	19	16.0%	23.8%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**55**	**10.3%**	**19.6%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	3.5%	1.6%	1.3%	0.0%	1.8%	3.9%
Grade 1	0.0%	1.0%	2.1%	0.0%	2.4%	3.3%
Grade 2	0.0%	0.6%	1.3%	0.0%	1.8%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.4%	0.7%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.5%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.7	17.6	18.4
Grade 1	18.0	17.4	18.8
Grade 2	19.2	18.5	19.1
Grade 3	20.2	18.5	19.4
Grade 4	21.2	18.0	19.4
Grade 5	20.1	19.3	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**65.2**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	56.2	86.2%	70.6%	63.9%
Teachers	46.4	71.2%	54.6%	48.3%
Professional Support	7.3	11.1%	12.9%	11.1%
Campus Administration (School Leadership)	2.5	3.8%	2.5%	3.3%
Educational Aides	9.0	13.8%	10.4%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	38.0	4,187.0
Part-time Librarians	0.0	n/a	3.0	651.0
Full-time Counselors	1.0	n/a	82.0	13,870.0
Part-time Counselors	0.0	n/a	25.0	1,172.0
Total Minority Staff	**9.7**	**14.9%**	**36.2%**	**54.4%**
Teachers by Ethnicity				
African American	1.0	2.2%	10.3%	12.6%
Hispanic	4.0	8.6%	16.3%	30.1%
White	39.4	84.9%	70.0%	53.4%
American Indian	1.0	2.2%	0.5%	0.3%
Asian	0.0	0.0%	0.8%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.2%	2.1%	1.3%
Teachers by Sex				
Males	2.0	4.3%	25.2%	24.5%
Females	44.4	95.7%	74.8%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.8%	2.5%
Bachelors	40.9	88.0%	66.9%	71.7%
Masters	5.6	12.0%	30.3%	24.9%
Doctorate	0.0	0.0%	1.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	4.3%	8.1%	8.7%
1-5 Years Experience	6.0	12.9%	25.4%	27.4%
6-10 Years Experience	12.0	25.8%	20.9%	20.2%
11-20 Years Experience	15.1	32.5%	29.1%	27.1%
21-30 Years Experience	9.4	20.1%	14.4%	13.7%
Over 30 Years Experience	2.0	4.3%	2.1%	3.0%
Number of Students per Teacher	14.1	n/a	13.1	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.5	6.3	6.0
Average Years Experience of Principals with District	8.5	6.1	5.1
Average Years Experience of Assistant Principals	1.0	5.0	5.1
Average Years Experience of Assistant Principals with District	1.0	4.6	4.3
Average Years Experience of Teachers	14.7	11.0	11.1
Average Years Experience of Teachers with District	10.6	7.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$50,907	$50,410	$54,272
1-5 Years Experience	$60,899	$60,454	$58,185
6-10 Years Experience	$62,269	$62,552	$61,494
11-20 Years Experience	$66,265	$66,578	$65,219
21-30 Years Experience	$69,141	$69,564	$69,723
Over 30 Years Experience	$80,883	$74,283	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$65,086	$63,469	$62,474
Professional Support	$69,343	$74,532	$73,783
Campus Administration (School Leadership)	$114,919	$94,588	$86,738
Instructional Staff Percent	n/a	70.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	2.2%	2.5%	6.0%
Career and Technical Education	0.0	0.0%	4.9%	5.5%
Compensatory Education	0.0	0.0%	1.8%	3.1%
Gifted and Talented Education	1.0	2.2%	1.1%	1.6%
Regular Education	41.4	89.2%	77.4%	69.8%
Special Education	3.0	6.5%	6.7%	10.3%
Other	0.0	0.0%	5.7%	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

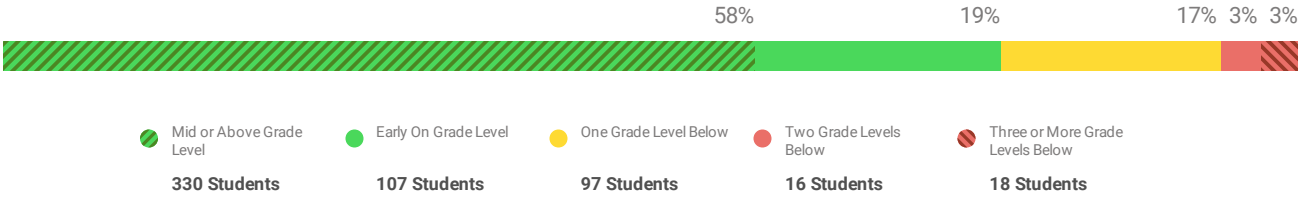
Diagnostic Results

School	Mildred M Hawk Elementary School
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Final Diagnostic
Prior Diagnostic	None

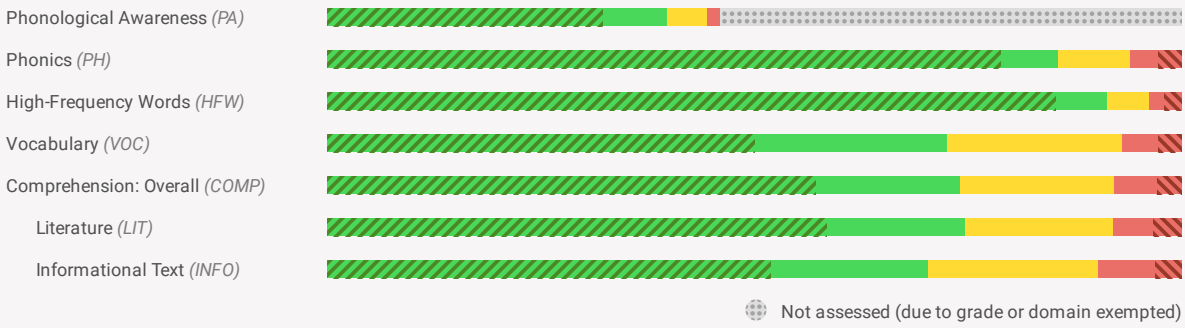
Criterion Referenced

Overall Placement

Students Assessed/Total: **568/568**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		71%	18%	11%	0%	0%	89/89
Grade 1		68%	5%	24%	3%	0%	76/76
Grade 2		56%	18%	23%	3%	0%	96/96
Grade 3		59%	24%	7%	5%	5%	107/107

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Diagnostic Results

School	Mildred M Hawk Elementary School
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Final Diagnostic
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		55%	16%	22%	0%	6%	85/85
Grade 5		44%	26%	17%	5%	7%	115/115

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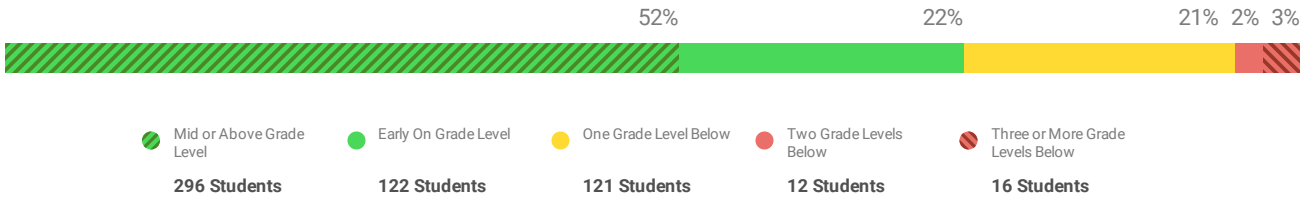
Diagnostic Results

School	Mildred M Hawk Elementary School
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Final Diagnostic
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **567/568**



Placement by Domain

Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		56%	16%	28%	0%	0%	89/89
Grade 1		42%	21%	32%	5%	0%	76/76
Grade 2		44%	27%	23%	5%	0%	95/96
Grade 3		55%	21%	19%	2%	4%	107/107
Grade 4		54%	25%	14%	0%	7%	85/85
Grade 5		58%	20%	16%	1%	5%	115/115

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Denton Independent School District

Hodge Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Mission: Teach • Learn • Grow • Serve

Motto: Whatever it takes, no excuses.

Vision

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

Value Statement

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Hodge is a Two Way Dual Language school that is also a Title I campus. Hodge has a large percentage of At Risk and Limited English Proficient learners that require various intensive interventions to be successful, including academic interventions, social and emotional interventions, and behavioral interventions.

About 80% of the student population is economically disadvantaged. About half of the student population do not have English as their first language. Additionally, there has been an influx of newcomers, many of which are coming from situations where they have experienced various traumas. Their academic and emotional needs, on top of needing to learn English, are often high requiring additional resources.

More than two-thirds of our classrooms are Bilingual Classrooms, either One Way Dual Language Classrooms or Two Dual Language classrooms. It is crucial for these teachers and students to have curriculum resources and materials that are complimentary to one another so that teachers can be sure that students are receiving high quality tier one instruction in both languages.

The emotional demands on teachers and staff are incredibly high and we continue to need additional staff in an effort to alleviate the added demands and stress. The additional staff will provide additional services as well as allow for reduced teacher/student ratios. Hodge needs staff members who can serve bilingual special education students as well as bilingual dyslexic students. Hodge needs staff who can intervene and teach appropriate and healthy behaviors and support students and their families with social adjustment difficulties.

For additional information about the Hodge Learning Community, please refer to our "Welcome to Hodge" brochure that can be found in the addendum section of this plan.

Established: 1987

Mascot: Hawk

Colors: Red, Black, and White

Mission: Teach, Learn, Grow, Serve

Vision: A school that cultivates an inclusive, supportive community by valuing and incorporating students' life experiences while encouraging ownership of learning.

Motto: Together we learn, forever we grow!

School Creed (Students): LEAD: **L**isten to Others, **E**xcellence in All We Do, **A**ttitude for Success, **D**emonstrate Self-Control

Staff Commitments: As members of the Hodge ES staff, we commit to:

- **Creating a welcoming environment based on authentic relationships by partnering with families to meet the needs of the whole child.**
- **Connecting with students by building relationships and implementing behavior expectations to develop ownership of learning and school culture through RISE, CHAMPS, and Relationship Agreements.**
- **Meeting all students where they are by purposefully planning for engagement and providing meaningful and respectful tasks to help students meet their goals.**
- **Supporting cultural diversity, including language, through comprehensible input by adhering to current sheltered instructional practices.**
- **Utilizing Assessment for Learning strategies to maximize student learning and drive instruction.**
- **Analyzing team and individual data using a data dig protocol in order to determine focus and inform instruction across all tiers.**
- **Holding ourselves and each other accountable by adopting norms to create a comfortable and safe environment where we can ask for support when needed in order to improve team functionality and productivity.**
- **Engaging in shared decision making with a focus on student achievement.**
- **Taking risks, reflecting and learning from each other through vertical work, learning walks, lesson study, and PLCs to determine next steps for continuous improvement.**

The overall campus demographics are:

Group	Count	Percent
All	733	100%
PreK	22	3%
K	103	14%
1	8	12%
2	113	15%
3	121	17%
4	132	18%
5	113	15%
PABS	10	1%
COMS	24	3%
African American	167	23%
Hispanic	378	52%
White	167	23%
Other	24	4%
504	22	3%
Special Education	166	25%
Dual Language	461	63%
Emergent Bilingual	378	52%

Group	Count	Percent
Gifted and Talented	74	10%
Low SES	608	83%
At Risk	359	49%

The staff demographics are:

Group	Size
African American	4%
Hispanic	51%
White	43%
Other	2%

Demographics Strengths

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

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

- ACE/CIS After School Program

- CIS Daytime Program

- Community Grocery Market for Families

- Community Clothes Closet for Families

- Multicultural Events and Family Nights

- Teacher sponsored after school clubs and programs including Tae Kwon Do, GOAL, Ballet Folkloriko, Readers' Theatre, Choir, Book Club.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hodge needs to retain highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

Problem Statement 2 (Prioritized): Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Student Learning

Student Learning Summary

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

Hodge students are making strides in their social emotional, behavioral, and academic learning. We have identified a strong need for improvement of "Approaches" and "Meets" across all grade levels and subject areas on state assessments. We have systems in place to allow teachers time for planning (PLC), intervening (WIN), and monitoring student progress (MTSS) that are built in to our master schedule. We have identified a need to increase student access to books, especially in Spanish. We value continuous professional development in the areas of Assessment for Learning, Dual Language, PLC, and Social Emotional Well Being. Our staff is engaging in the Texas Lesson Study, self directed professional development, processes to learn and implement their learning into the lessons they craft. We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

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

STAAR 2025 Approaches

	Reading	Math	Science
3rd Grade	70%	61%	
4th Grade	64%	60%	
5th Grade	68%	66%	49

Student Learning Strengths

Starter Stations

RISE (SEL Lessons/CharacterStrong)

Check In/Check Out (CICO) Mentor Program

Student Recognition (Positive Office Referrals/Hodge High 5's/Announcements/Awards Assemblies)

Book of the Month Initiative

Use of AFL Strategies in Instruction and Assessment Practices

Benchmark Reading Curriculum

Benchmark Taller de Lectura y Escritura

PLC Protected Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Documented Interventions

Teacher Directed Professional Development Sessions through Texas Lesson Study

ESSER Tutors

Newcomer Support (ESL)

Focus Groups

Explicit Direct Instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

Problem Statement 2 (Prioritized): To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

* STEAM clubs for all students every Friday.

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

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

* RISE (social emotional) lessons are provided daily in all classrooms using CharacterStrong curriculum.

* Focus Groups for Shared Leadership and Decision Making

* Teacher Directed Professional Development Sessions with Texas Lesson Study practices.

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

* Starter Stations that consist of Fine Arts (PE, Art, Yoga, Reading).

* After School Clubs: Martial Arts, Readers' Theatre, Ballet Folklorico, GOAL, Choir, Reading Club.

* Awards Assemblies on the half day Fridays.

* Classroom Behavior Support from Administration/Counseling Team

Attendance

Year	ADA Rate
Current	95.60
23-24	94.65
22-23	94.67
21-22	93.73
20-21	95.67
19-20	96.81
18-19	96.04

School Processes & Programs Strengths

Curriculum, Instruction and Assessment

- Creation of a Master Schedule that allows all grade level teachers to have the same conference period to collaborate and have PLCs during the school day
- Use of WIN Time to address HB4545/HB1416 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-led researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of DuFour's' PLC model in our grade levels
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology

- All staff trained in Seesaw, Google Classroom, and other apps on the Denton ISD portal to allow student access to material

- An increased use of technology for assessment and immediate feedback

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

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

- Strong support from campus technology staff

- We are a 1:1 Chromebook campus

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

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

- Organized duty stations

- Supervision inside and outside the campus is actively monitored by staff

- Student/teacher interactions are positive.

Staff Quality, Recruitment and Retention

- "Welcome to Our School" Pamphlet provided to interviewees

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth

- New Teacher Mentor Support and Monthly Meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Perceptions

Perceptions Summary

Family and Community Involvement - Family and Community Involvement refers to how these stakeholders are informed, invested, and involved as partners in supporting the
school community to maintain high expectations and high achievement for all students.

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

Hodge ES has several wonderful opportunities for families to engage with the school personnel, through evening events, clubs, and other family outreach events. The staff and students take pride in the mission and motto of our school. The campus needs in this area include increased parent communication and additional staff to support students and their families, such as another full time counselor. To help meet students' needs additional training on strategies for working with students who have experienced ACEs and/or living in extreme poverty is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff. The school needs to support PLC work by ensuring that it is goal driven and data fueled, continuing to emphasize support for bilingual students with special needs, and providing resources for WIN.

Perceptions Strengths

Family and Community Involvement -
- Weekly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and corrective communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more

- High levels of social media and email and phone blast are keeping parents in the loop

- Celebration of Learning/ Winter Wonderland Family Nights

- Ballet Folklorico Club

- Holiday Support for Families

School Culture and Climate ~

- Relationships built by staff with students

- Committed staff

- Staff is happy to be at work

- High but achievable expectations that allows students to reach goals

- Staff is helpful

- Teachers are involved

- Students living out our inclusive culture by helping peers and teachers

- Staff feels that administration is creating a positive culture

- Staff and students know, and live by, the school Mission and Motto

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Problem Statement 2 (Prioritized): Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Priority Problem Statements

Problem Statement 1: Hodge needs to retain highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Root Cause 4:

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Root Cause 5:

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Root Cause 6:

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Root Cause 7:

Problem Statement 7 Areas: Perceptions

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Hodge ES students' approaches rate on Reading STAAR will meet or exceed the district's established minimum expectation for Tier 5 campuses of 68% for 3rd grade, 77% for 4th grade, and 74% for 5th grade.

High Priority

HB3 Compass Point

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, ELI/SELI data, iReady data, Data and anecdotal conversations from PLC, Common Formative Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2026. This will be evidenced by tracking sheets in Edugence. **Strategy's Expected Result/Impact:** Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/ MOY/EOY results **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Teaching & Learning Department **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Interventionists/Instructional Coaches will support teachers by prioritizing instructional coaching in the first 6-9 weeks of school utilizing the Jim Knight, High Impact Coaching Model. They will collaborate with grade level PLCs to intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **Strategy's Expected Result/Impact:** Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Common Formative Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries. **Staff Responsible for Monitoring:** Reading Interventionists (Leda Byington, Iris Ramirez, & Colleen Moore) as monitored by administration. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Math Interventionist - Title I, Part A - $82,763, Campus Interventionist - Title I, Part A - $74,654, Reading Interventionist - Title I, Part A - $77,572				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor. **Strategy's Expected Result/Impact:** Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Substitutes for PD - Title I, Part A - $1,371				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Teachers will support students in developing their writing skills by requiring written responses in all subject areas, explicitly teaching revising and editing skills, and providing opportunities for students to answer constructed response type questions in classroom practice and formal and informal testing in all subject areas. **Strategy's Expected Result/Impact:** Increase % meeting standard: Student Assessments Formative and Summative results **Staff Responsible for Monitoring:** Teachers, Interventionists, Administration **Problem Statements:** Student Learning 1 - Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Continue a Benchmark Curriculum Pilot for the district in Kinder through Fifth Grades so that students are receiving high quality literacy instruction in each language that compliments the instruction in the other language. These resources, aligned between the two languages, will support teachers in planning and delivering high quality instruction resulting in students' long term success in achieving biliteracy and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge needs to retain highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Student Learning
Problem Statement 1: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.
Problem Statement 2: To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.
School Processes & Programs
Problem Statement 1: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Perceptions

Problem Statement 1: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Hodge ES students' approaches rate on Math STAAR will meet or exceed the district's established minimum expectation for Tier 5 campuses of 63% for 3rd grade, 60% for 4th grade, and 71% for 5th grade.

High Priority

HB3 Compass Point

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, PNA data, iReady data, Data and anecdotal conversations from PLC, Common Formative Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Use 100% of the district common assessments and monitor results to adjust for instruction. **Strategy's Expected Result/Impact:** Increased student success outcomes **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. **Strategy's Expected Result/Impact:** Increased student success outcomes **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Campus leaders collect and use monitoring data to inform campus-wide supports and professional development needs. **Strategy's Expected Result/Impact:** Increased Student Success Outcomes **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.
School Processes & Programs
Problem Statement 1: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.
Perceptions
Problem Statement 1: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: The Hodge ES instructional staff retention rate will increase by 10% reflecting our positive culture and climate for teaching and learning.

Evaluation Data Sources: Enrollment Data, Staff Roster, CLT/Teacher observations, PTA Enrollment, Family Engagement Nights, Parent electronic communication, District Parent and Teacher Surveys, Campus Staff Surveys, Teaming / Planning Time/PLCs, Teacher Self Assessments, Professional Development Data, Walk Through Data, T-TESS evaluation data, Office Referral Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Develop individual staff's understanding of their own Strengths and how to appropriately leverage them on a team to increase the efficiency and effective of their work to meet our goal of increased student success outcomes. **Strategy's Expected Result/Impact:** Increase efficiency and effectiveness, Productive Collaboration, **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Address staff engagement needs through the use of Pulse Gallup Surveys at strategic points in the year: January, Spring Break, End of the Year, Beginning of the Year. **Strategy's Expected Result/Impact:** Staff needs are met. Staff led decision making. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready through the use of Character Strong curriculum. **Strategy's Expected Result/Impact:** Increase positive, school ready behaviors, Decrease in chronically absent students, Improved School Culture, reduced time out of class/office referrals. **Staff Responsible for Monitoring:** Behavior Interventionist, Engagement Coach, Counselors, Administration **Title I:** 2.51, 2.53, 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1 - Perceptions 2 **Funding Sources:** Behavior Specialist - Title I, Part A - $70,800, Classroom Engagement Coach - Title I, Part A - $74,700				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge needs to retain highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Problem Statement 2: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.
Student Learning
Problem Statement 1: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.
School Processes & Programs
Problem Statement 1: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.
Perceptions
Problem Statement 1: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Perceptions

Problem Statement 2: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: Build relationships with students' families and strengthen the home--school connection in order to increase student outcomes as evidenced by the Family Engagement data.

Evaluation Data Sources: Family Engagement Survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Communicate clearly, directly, and frequently with parents through the use of parent conferences, parent newsletters (containing education, tips, and advice), texts, and Facebook posts. **Strategy's Expected Result/Impact:** Strengthening relationships with parents will directly impact student achievement. **Staff Responsible for Monitoring:** Administration, Teachers **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Invite parents into the school for various parent events throughout the year including Grandparents Day, Winter Wonderland, Celebration of Learning, etc. We will provide food/refreshments for families at our evening events to encourage and increase participation. We will provide activities and games for the families to learn at school and then to take home to encourage productive and enriching family activities to do at home to support student success outcome at school. **Problem Statements:** Demographics 2 - Perceptions 2 **Funding Sources:** Parent Involvement Supplies - Title I, Part A - $2,921.25, Parent Involvement Snacks - Title I, Part A - $973.75				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide Communities In Schools of North Texas programming to meet the needs of economically disadvantaged, at risk students. **Strategy's Expected Result/Impact:** The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning. **Staff Responsible for Monitoring:** Administration, Yadira Galicia and Fabian Rodriguez **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1 - Perceptions 2 **Funding Sources:** CIS Case Manager - Title I, Part A - $25,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge needs to retain highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Problem Statement 2: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.
Student Learning
Problem Statement 1: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.
Perceptions
Problem Statement 2: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Campus Leadership Team

Committee Role	Name	Position
Support Staff	Colleen Moore	Intervention/Coach
Special Areas Teacher	John Brandon Miller	Music Teacher
Classroom Teacher	Anna Kerr	3rd Grade Teacher
Classroom Teacher	Debra Kirby	2nd Grade Teacher
Classroom Teacher	Jadyn Green	1st Grade Teacher
Classroom Teacher	Lexie Everett	Kinder Teacher
Parent	Erin Homer	Parent
Parent	Mandy Collins	Parent
Classroom Teacher	Ramon Miranda	4th Grade Teacher
Community Representative	Shawn Hurst	Community Member
Classroom Teacher	Samantha Miller	5th Grade Teacher
Classroom Teacher	Belkis Mitter	Kindergarten Teacher
Paraprofessional	Guadalupe Cordero	Paraprofessional Rep
Administrator	Andrea Hare	Principal

Campus Funding Summary

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionist		$77,572.00
1	1	2	Campus Interventionist		$74,654.00
1	1	2	Math Interventionist		$82,763.00
1	1	3	Substitutes for PD		$1,371.00
2	1	3	Behavior Specialist		$70,800.00
2	1	3	Classroom Engagement Coach		$74,700.00
3	1	2	Parent Involvement Supplies		$2,921.25
3	1	2	Parent Involvement Snacks		$973.75
3	1	3	CIS Case Manager		$25,000.00
				Sub-Total	$410,755.00

Denton Independent School District

Houston Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 14, 2025
Public Presentation Date: October 14, 2025

Mission Statement

At Sam Houston, we will collaborate with our community to inspire all students to become confident, compassionate lifelong learners.

Vision

At Sam Houston, we aspire to be a school that:

- Commits to high expectations for all students.
- Provides students with an engaging, positive learning environment.
- Encourages respectful and purposeful relationships between all members of our school community.

Value Statement

"Every Student Matters, Every Moment Counts!"

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

At SH, our focus continues to be student-centered and driven by learning outcomes. Based on our data, we recognize the importance of equipping our teachers with the tools, resources, and support needed to deliver high-quality instruction to all students. Our goal remains clear: to ensure academic excellence while continuing to close achievement gaps across all learner groups.

We remain focused on closing achievement gaps and improving student outcomes to ensure that we maintain high-quality instruction for all learners. Currently, our school holds a letter grade of C in both achievement and growth, and our goal is to raise that rating to a B or higher. By prioritizing effective teaching practices, data-driven instruction, and targeted student support, we are committed to creating a learning environment where every student can succeed.

As our school community grows increasingly diverse, we are committed to meeting the varied learning needs of every student. In addition to academic support, we also serve many families by providing essential resources such as food, clothing, school supplies, and connections to community services. We believe that addressing the whole child—both in and out of the classroom—is vital to fostering a supportive and inclusive learning environment for all.

Demographics

Demographics Summary

Sam Houston Elementary proudly opened its doors to the community in 1982. For 43 years, we have been dedicated to serving our students, families, and community with a commitment to academic excellence. At Sam Houston, we strive to ensure that every student succeeds by equipping our teachers with the tools and support needed to deliver strong, effective instructional practices. Currently, we serve 531 students from diverse backgrounds and cultures, fostering a rich and inclusive learning environment for all.

Sam Houston Overview and Demographics

- Total Number of Students: 531
- Gifted & Talented: 8.73%
- Emergent Learners: 11.76%
- At Risk: 13.47%
- ADA Percent: 96.42%
- McKinney Vento: .02%
- 504: 2.59%
- Percentage of Active Students & SPED Classification: 22.7%
- Asian Students: 53
- Black or AA Students: 99
- Hispanic or Latino: 124
- American Ind: 8
- Caucasian: 245

Percent of Active Students by Meal Status

- Free: 46.6%
- Not Eco Dis: 54.08%

Demographics Strengths

School Counselor: Social Emotional Learning Expert on campus, group counseling, individual counseling, Coffee with the Counselor, community circles, treatment agreements, Student Leadership Team

Reading Interventionist: We are excited as we have a .5 reading interventionist this school year who works with our students who are below grade level in reading and our HB 4545 students. Interventionist also pushes into classrooms to support teachers and model lessons for them.

Math Interventionist: We are excited to have a full time math interventionist who works with our students who are below grade level in math and our HB 4545 students. Interventionist also pushes into classrooms to support teachers and model lessons for them. Our interventionist is also a member of our leadership team in which she is an integral part of meeting the needs of our teachers through professional development. She is working on getting additional Stem Scopes kits for teachers to ensure they have the resources needed to meet the needs of our students in the classroom. Lastly, our Interventionist is also on our Guiding Coalition team and has helped the lead our campus toward meeting our goals.

Parent Teacher Association: Sam Houston has an amazing PTA who is always willing to give back to teachers, students and families. Our PTA works tirelessly to ensure our teachers are supported whether it be through treats in their boxes, Sonic drinks, lunch, duty coverage, free spirit shirts in August, room parents, etc. Our PTA also provides fun experiences and learning opportunities for our students through fundraisers, spirit nights, campus wide competitions, Field Day, Fall Carnival, STEM night, EXCITE gymnastics for PE, etc. Our PTA met their goal of $10,000 for Fall Festival this year so all proceeds will go back to our campus.

Campus Committees: Science Committee will meet 4 times this school year to ensure we are meeting the needs of our students and supporting our teachers. Our Science committee will also be hosting STEM night in the 2025-2026 school year. Literacy Committee will meet 4 times this school year to ensure we are meeting the needs of students and teachers. Our Literacy Committee will host a literacy night this school year in which we are excited to bring back to SH. Math Committee will meet 4 times this school year to ensure we are meeting the needs of students and teachers. Our Math Committee will host a math night this school year in which we are excited to bring back to SH. Sunshine Committee will meet 4 times this school to ensure the SEL needs of our teachers are being met, focus on our campus culture, organize campus events, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of our underachieving African American population both academically and socially/emotionally.
Root Cause: Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Problem Statement 2: Meeting the needs of our underachieving Hispanic population both academically and socially/emotionally.
Root Cause: Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Problem Statement 3: Meeting the needs of our underachieving economically disadvantaged population both academically and socially/emotionally.
Root Cause: Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Student Learning

Student Learning Summary

Math	56%	86%	92%
1st Grade			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	58%	56%	55%
Math	45%	42%	64%
2nd Grade			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	65%	64%	66%
Math	48%	36%	78%
3rd Grade STAAR			
Subject	**2020-2021**	**2021-2022**	**2022-2023**

Reading	76%	86%	85%
Math	72%	80%	78%

4th Grade STAAR			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	68%	89%	86%
Math	73%	80%	80%

5th Grade STAAR			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	82%	90%	89%
Math	87%	90%	85%
Science	65%	71%	80%

Student Learning Strengths

Our campus is full of dedicated educators who have been teaching for many years which provides Sam Houston with valuable expertise in the area student achievement and instructional practices. Our teachers are responsive to students needs and are prepared to ensure all students make progress throughout the school year. Sam Houston is becoming more diverse each year and we are met with students whose academic, behavioral, and emotional wellness require additional support.

Our students come with many learning strengths:

- resiliency
- risk takers
- engaged learners
- high achievers
- motivated

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on data from 24-25, our focus will be on math in kindergarten-2nd grade by providing early intervention and Tier 1 instruction.
Root Cause: Transient students gaps in learning Learning disabilities absenteeism professional development Tier 1 instruction-workshop model

Problem Statement 2: Based on data from 24-25, our focus will be on Tier 1 Math instruction in 3rd-5th.
Root Cause: Transient students gaps in learning Learning disabilities absenteeism professional development Tier 1 instruction-workshop model

Problem Statement 3: Based on STAAR data from 24-25, our students did not make significant progress in Domain II-School Progress Part A- Academic Growth. (student achievement)
Root Cause: Tier 1 instructional practices Students entering entering next grade not on level in math. Lack of closing the gaps Lack of attending district provided PD Lack of time Lack of planning and utilizing district resources and curriculum with fidelity.

Problem Statement 4 (Prioritized): Based on STAAR data from 24-25, we will continue to improve in Domain III-Closing the Gaps in order to meet the needs of all students an increase our letter grade from a C to a B.
Root Cause: Lack of alignment to the TEKS within instructional practices. Students not on grade level in math Lack of intentional planning for intervention groups. Lack of planning and utilizing district resources and curriculum with fidelity.

Problem Statement 5 (Prioritized): Based on STAAR data from 24-25, we will continue to improve in the area of Student Achievement in order to meet the needs of all students and increase our letter grade from a C to a B.
Root Cause: Lack of alignment to the TEKS within instructional practices. Students not on grade level in math Lack of intentional planning for intervention groups. Lack of planning and utilizing district resources and curriculum with fidelity.

School Processes & Programs

School Processes & Programs Summary

- Full time math interventionist to provide student interventions, professional development, staff support
- Full time reading interventionist to provide student interventions, professional development, staff support
- Units of Study
- STEMSCOPES
- Implementation of vertical teaming collaborations
- Professional Learning Communities
- Professional Learning Teams
- Social Emotional Learning, Essential 8
- Assessment for Learning (AFL)
- Campus Leadership Team
- Guiding Coalition
- Character Strong
- New Teacher Mentors
- Community Circles & Treatment Agreements
- Character Strong
- Student Leadership Team
- Drama Kids
- Chess Club
- Teach Denton

School Processes & Programs Strengths

- Full time math interventionist to provide student interventions and supports staff
- .5 reading interventionist to provide student interventions and HB minutes
- Units of Study and workshop
- 1 DMTSS meeting per month
- 3 PLT's per month: grade level collaborations
- Social Emotional Learning
- Continued Implementation of Assessment for Learning
- Progress Monitoring tool established k-5

- Character Strong
- Campus Behavior Team
- Social Emotional Learning
- Guiding Coalition Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the needs of our students, we need stronger Tier 1 instructional practices while using district resources and curriculum.
Root Cause: Lack of understanding on how to teach curriculum Not attending district provided PD Per, teachers input curriculum requires hours of planning in order implement with fidelity. Not enough time to devote to lessons Diverse group of students with multiple learning needs Not implementing the workshop model with fidelity

Problem Statement 2: In addition to ensuring our Tier 1 practices are aligned to curriculum and TEKS, our goal is to make sure intervention is intentional and meets the needs of the student in order to close students gaps.
Root Cause: success time is not well planned lessons are not intentionally planned to meet the needs of students excess computer usage lack of meeting the needs of students who have already mastered the goal

Problem Statement 3: Continue to improve communication with the community to create an inclusive culture that values diversity, fosters belonging, and encourages active participation from all members.
Root Cause: Create a culture that is based on authentic and intentional communication that supports the mission and vision of the campus.

Perceptions

Perceptions Summary

- Highly involved and valued PTA
- Implementation of Character Strong
- Variety of student clubs to choose from: Chess Club, Drama Club, Art Club, Choir
- Student Leadership team (year 3)
- Social Emotional learning (year 3)
- Weekly S'More for Parents & Teachers
- Quarterly newsletters for parents
- Weekly/Daily Communication through Social media
- Implementation of Sunshine Committee
- Food Trucks
- Snacks are provided at PD & PLC's

Staff survey was sent to campus employees last school year requesting feedback regarding areas of strengths and weaknesses. As a campus, our focus group this school year is to connect with our families who we know would love to volunteer and be part of our campus, but for some reason they are hesitant to commit.

Staff engagement survey

Glows

- Q04 Recognition: 3.87
- Q06 Development: 4.26

Grows

- Q02 Materials & Equipment: 3.93
- Q03 Opportunity to do best: 4.19

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

- Smile More
- Communication
- Focus on my strengths to grow as a leader

Perceptions Strengths

- ## Perception Strengths of Sam Houston

  - **Strong Parent/Teacher Interaction and Support**: Ongoing communication and collaboration between families and staff contribute to a supportive learning environment.
  - **Active Parent Teacher Association (PTA)**: The PTA plays a vital role in fostering community engagement and supporting school initiatives.
  - **Student Enrichment Opportunities**: A wide range of extracurricular activities—including the Student Leadership Team, Drama Kids, Chess Club, Choir, and Art Club—provide students with opportunities to explore interests and develop leadership skills.
  - **Commitment to Social Emotional Learning (SEL)**: Programs like **Character Strong** support the emotional well-being and character development of all students.
  - **Collaborative Campus Culture**: Strong professional relationships among staff members support a positive and effective school climate.
  - **Positive Parent Support**: Families are engaged and invested in student success, contributing to a strong school community.
  - **Professional Learning Communities (PLCs/PLTs)**: Teachers work collaboratively in PLTs to analyze data, share best practices, and improve instruction across all grade levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sam Houston serves the same demographics that it always has and students learn the same.
Root Cause: Lack of knowledge/understanding Perceptions that SH is still the same campus that we were 10 years ago.

Problem Statement 2: Sam Houston has students with needs that are not being met.
Root Cause: Homeless Transient Students Trauma Multi-generational living Behavior

Priority Problem Statements

Problem Statement 1: Based on STAAR data from 24-25, we will continue to improve in Domain III-Closing the Gaps in order to meet the needs of all students an increase our letter grade from a C to a B.

Root Cause 1: Lack of alignment to the TEKS within instructional practices. Students not on grade level in math Lack of intentional planning for intervention groups. Lack of planning and utilizing district resources and curriculum with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on STAAR data from 24-25, we will continue to improve in the area of Student Achievement in order to meet the needs of all students and increase our letter grade from a C to a B.

Root Cause 2: Lack of alignment to the TEKS within instructional practices. Students not on grade level in math Lack of intentional planning for intervention groups. Lack of planning and utilizing district resources and curriculum with fidelity.

Problem Statement 2 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Compass Points

Compass Point 1: Excellence in Student Outcomes

Performance Objective 1: By May 2026, 100% of eligible HB students will receive services in both math and reading

HB3 Compass Point

Evaluation Data Sources: Formative/Summative Assessments
Formal/Informal Observations
STAAR
i-Ready
Interim STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: 100% of eligible HB 1416 students will be provided targeted intervention by May 2026. **Strategy's Expected Result/Impact:** Increased student performance in the areas of ELAR and math. BOY, MOY, EOY assessments Progress monitoring Common assessments Formative/Summative Assessments Report Card Assessments STAAR Interims STAAR i-Ready **Staff Responsible for Monitoring:** Administration Counselors Teachers Interventionist Tutors **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - Title I, Part A - 2556 - $60,774, Reading Interventionist - Title I, Part A - $36,957, Math Interventionist - State Compensatory Education (SCE) - $25,164				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The campus will hire a tutor using campus budget funds to support the academic needs of students. **Strategy's Expected Result/Impact:** As a result of targeted tutoring support funded by the campus budget, the campus expects to see an increase in STAAR performance, including a minimum 10% gain in the percentage of students meeting or exceeding grade-level expectations in reading and math. **Staff Responsible for Monitoring:** DMTSS Committee Interventionists Administration Classroom teachers **Funding Sources:** Books and snacks for parent involvement - Title I, Part A - $1,606				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 2: All teachers will implement community circles, treatment agreements, and the newly adopted Character Strong program to promote a positive school culture and support students' social-emotional development.

HB3 Compass Point

Evaluation Data Sources: Observation
Counselor
Administration
Classroom Teachers
Guiding Coalition

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will be provided opportunities to participate in PD that will support their work with social emotional learning specifically in the following areas: ~community circles ~treatment agreements ~Character Strong **Strategy's Expected Result/Impact:** As a result of this, students will develop stronger social-emotional skills, build positive relationships, and contribute to a respectful and supportive school environment **Staff Responsible for Monitoring:** Admin Counselor District PD Guiding Coalition Classroom teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 3: The campus will meet or exceed the district defined minimum performance expectations for 3rd grade STAAR Math by increasing the approaches from 70% to 76%.

HB3 Compass Point

Evaluation Data Sources: Primary Numeracy Assessments (PNA)
iReady
Math STEMscopes
BOY, MOY, EOY Assessments
District assessments
Common Assessments
Formative/Summative Assessments
STAAR Interims
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Math Interventionist will collaborate with K-5 teachers to ensure the following: ~Use the PLC framework to focus on the 4 critical questions and strengthen collaborative team planning. ~Align classroom instruction to the curriculums content, context, and cognitive demand. ~Use 100% of the district common assessments and monitor results to adjust for instruction. ~Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. ~Campus leaders actively monitor classroom instruction and use data for campus wide supports and PD. **Strategy's Expected Result/Impact:** As a result of this, students will demonstrate improved mathematical understanding and problem-solving skills, leading to increased academic confidence and performance, as evidenced by a rise in the percentage of 3rd grade students achieving Approaches Grade Level or higher on the STAAR Math assessment--from 70% to 76% **Staff Responsible for Monitoring:** Math Interventionist Classroom Teacher Administration Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Instructional Supplies - Title I, Part A - $1,600				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 4: The campus will meet or exceed the district defined minimum performance expectations for 3rd grade STAAR Reading by increasing the approaches from 80% to 85%.

HB3 Compass Point

Evaluation Data Sources: PNA
iReady
Fountas & Pinell
LLI Kit
District Assessments
Common Assessments
Formative/Summative Assessments
STAAR
STAAR Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Reading Interventionist will collaborate with K-5 teachers to ensure the following: ~Use the PLC framework to focus on the 4 critical questions and strengthen collaborative team planning. ~Align classroom instruction to the curriculums content, context, and cognitive demand. ~Use 100% of the district common assessments and monitor results to adjust for instruction. ~Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. ~Campus leaders actively monitor classroom instruction and use data for campus wide supports and PD. **Strategy's Expected Result/Impact:** As a result of this, students will strengthen their reading comprehension, fluency, and critical thinking skills, leading to increased academic achievement as reflected in improved STAAR Reading performance. **Staff Responsible for Monitoring:** Reading Interventionist Administration Guiding Coalition Classroom Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies - Title I, Part A - $1,600				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 5: Students in targeted subgroups, including those served through Special Education, will demonstrate a 10% increase in the number of students showing academic growth as measured by STAAR performance.

Targeted subgroups include:

Special Education
African American students
Hispanic students
Economically Disadvantaged students

High Priority

Evaluation Data Sources: IEP's
Dyslexia
ESL
District Assessments
Campus Assessments
STAAR
Formal/Informal Observation
Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Special education teachers will regularly progress monitor students' projected growth on essential standards and IEP goals to ensure targeted instructional support and goal attainment. **Strategy's Expected Result/Impact:** As a result of this, students receiving special education services will demonstrate measurable growth toward mastering essential standards and achieving their IEP goals, leading to improved academic performance and increased success in the general education curriculum. **Staff Responsible for Monitoring:** Administration Special Education Teachers Grade level teachers Math Interventionist Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: General education teachers will progress monitor students in subgroups for projected growth on essential standards. **Strategy's Expected Result/Impact:** As a result, students in these subgroups will receive timely, data-driven instruction and interventions, leading to improved academic growth and increased achievement on grade-level standards. **Staff Responsible for Monitoring:** Admin Math Interventionist Reading Interventionist Classroom teacher Guiding Coalition				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 6: Throughout the school year, teachers will engage in Professional Learning Teams (PLTs), embedding collaborative team strategies into the planning process with a focus on the four critical questions.

Evaluation Data Sources: Instructional Leadership Team
Guiding Coalition
Administration
Artifacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Collaborative Team Planning Strategies Strengthen collaborative team planning. Follow a written plan outlining team expectations, with regular (weekly or bi-weekly) meetings. Use the PLC framework and an agreed upon collaborative team meeting protocol to focus on the four key questions. Focus on identifying essential standards and planning responses for students not meeting benchmarks. **Strategy's Expected Result/Impact:** As a result of this, teachers will enhance their collaborative practices, leading to more effective instructional planning and improved student engagement and achievement. **Staff Responsible for Monitoring:** Guiding Coalition Administrators Classroom Teachers **Funding Sources:** Subs for classroom coverage during PLT days - Title I, Part A - $7,422				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Professional Learning Teams (PLTs) and the Guiding Coalition will participate in the Leveraging Leadership Book Study 2.0 to deepen their understanding of effective leadership practices and enhance collaborative decision-making **Strategy's Expected Result/Impact:** As a result of this, participants will strengthen their leadership skills, foster a culture of collaboration, and effectively drive school-wide improvement initiatives. **Staff Responsible for Monitoring:** Classroom teacher Interventionists Guiding Coalition Team Leads **Funding Sources:** Leverage Leadership 2.0 - Title I, Part A - $250				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Teachers will have the opportunity to engage in on-campus collaborative planning with their colleagues to align instructional practices and promote consistency in teaching and learning. **Strategy's Expected Result/Impact:** When teachers participate in on-campus collaborative planning with their peers, the expected results include greater alignment of instruction across grade levels and content areas, which promotes consistency in teaching and learning. By sharing strategies, resources, and expertise, teachers can improve their instructional practices and make more effective use of time and resources. Collaborative planning also creates opportunities for data-driven decision making, as teams work together to analyze student work and assessments in order to guide instruction. In addition, these practices foster a stronger professional community, where teachers feel supported, connected, and confident in their ability to meet the diverse needs of students. Ultimately, this collective effort is expected to lead to improved student achievement and overall success. **Staff Responsible for Monitoring:** Admin Instructional coaches Team Leads Guiding Coalition				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 7: All Pre-K students will meet district academic goals
1) 90% of Pre-K students can count up to 10 objects.
2) 75% of Pre-K students can produce 20 or more letters sounds.
3) 80% of Pre-K students can identify a letter, word and punctuation is in text.

Evaluation Data Sources: CLI Engage
Campus/District Assessments
RC assessments
Formal/Informal Observation

Compass Point 1: Excellence in Student Outcomes

Performance Objective 8: The campus will meet or exceed the district defined minimum performance expectations for 5th grade STAAR Math by increasing the approaches from 78% to 83%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Math Interventionist will collaborate with K-5 teachers to ensure the following: ~Use the PLC framework to focus on the 4 critical questions and strengthen collaborative team planning. ~Align classroom instruction to the curriculums content, context, and cognitive demand. ~Use 100% of the district common assessments and monitor results to adjust for instruction. ~Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. ~Campus leaders actively monitor classroom instruction and use data for campus wide supports and PD. **Strategy's Expected Result/Impact:** As a result, students will demonstrate enhanced mathematical skills and problem-solving abilities, contributing to higher achievement levels on the STAAR assessment. **Staff Responsible for Monitoring:** Math Interventionist Classroom Teachers Administration Guiding Coalition				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 9: The campus will meet or exceed the district defined minimum performance expectations for 4th grade STAAR Reading by increasing the approaches from 86% to 91%.

High Priority

Evaluation Data Sources: PNA
iReady
Fountas & Pinell
LLI Kit
District Assessments
Common Assessments
Formative/Summative Assessments
STAAR
STAAR Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Reading Interventionist will collaborate with K-5 teachers to ensure the following: ~Use the PLC framework to focus on the 4 critical questions and strengthen collaborative team planning. ~Align classroom instruction to the curriculums content, context, and cognitive demand. ~Use 100% of the district common assessments and monitor results to adjust for instruction. ~Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. ~Campus leaders actively monitor classroom instruction and use data for campus wide supports and PD. **Strategy's Expected Result/Impact:** As a result, students will improve their reading comprehension and analytical skills, leading to greater success in mastering grade-level reading standards. **Staff Responsible for Monitoring:** Administration Reading Intervention Classroom Teacher Guiding Coalition				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 10: The campus will meet or exceed the district defined minimum performance expectations for 5th grade STAAR Reading by increasing the approaches from 84% to 89%.

Evaluation Data Sources: PNA
iReady
Fountas & Pinell
LLI Kit
District Assessments
Common Assessments
Formative/Summative Assessments
STAAR
STAAR Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Reading Interventionist will collaborate with K-5 teachers to ensure the following: ~Use the PLC framework to focus on the 4 critical questions and strengthen collaborative team planning. ~Align classroom instruction to the curriculums content, context, and cognitive demand. ~Use 100% of the district common assessments and monitor results to adjust for instruction. ~Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. ~Campus leaders actively monitor classroom instruction and use data for campus wide supports and PD. **Strategy's Expected Result/Impact:** As a result, students will improve their reading comprehension and analytical skills, leading to greater success in mastering grade-level reading standards. **Staff Responsible for Monitoring:** Classroom Teachers Administration Guiding Coalition Reading Interventionist				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 11: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence in Student Outcomes

Performance Objective 12: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for Houston Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.75
Brief Description of SCE Services and/or Programs

Personnel for Houston Elementary

Name	Position	FTE
Angie Pippin	Reading Interventionist	0.5
Julie Rose	Reading Interventionist	0.75
Susan Patrick	Math Interventionist	0.5

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Campus Needs Assessment Process – Sam Houston

At Sam Houston, the campus needs assessment is a collaborative and data-driven process designed to identify strengths, challenges, and priorities that guide our continuous improvement efforts. This process includes the following key steps:

1. **Data Collection & Analysis**
   We gather and review a wide range of data sources, including academic performance data (state assessments, benchmarks, classroom assessments), attendance, discipline, student demographics, perception surveys (staff, student, and parent), and teacher feedback. This helps us understand trends, identify achievement gaps, and monitor student growth.

2. **Stakeholder Involvement**
   Input is collected from all stakeholders, including teachers, staff, parents, students, and community members. This occurs through surveys, team meetings, and committee discussions such as the Campus Advisory Council (CAC), Professional Learning Communities (PLCs), and leadership teams.

3. **Identifying Strengths and Needs**
   Through collaborative analysis, we identify areas of strength (e.g., positive school climate, strong family engagement, extracurricular offerings) and areas in need of improvement (e.g., academic achievement in specific content areas, support for diverse learners, and teacher development).

4. **Root Cause Analysis**
   Teams engage in root cause analysis to better understand the underlying factors contributing to our areas of need. This ensures that the improvement strategies we develop are targeted and effective.

5. **Goal Setting & Prioritization**
   Based on the findings, we establish measurable goals aligned with district priorities and student needs. We prioritize actions that will have the greatest impact on student learning and well-being.

6. **Development of the Campus Improvement Plan (CIP)**
   The results of the needs assessment directly inform the Campus Improvement Plan, which outlines goals, strategies, timelines, responsible parties, and progress monitoring methods.

7. **Ongoing Monitoring & Adjustments**
   Progress toward CIP goals is reviewed regularly through data checks, PLC meetings, and leadership team reviews. Adjustments are made as needed to ensure responsiveness and continued growth.

Title I Personnel

Name	Position	Program	FTE
Angie Pippin	Reading Interventionist		.5
Megan Ewing	Reading Interventionist		.5
Susan Patrick	Math Interventionist		.5

Plan Notes

CLT Meeting

August 29, 2024

Review CIP from 22-23

Review Needs Assessment

Include Pre-K goals in CIP and a safety goal.

Campus Leadership Team

Committee Role	Name	Position
Teacher	Amy Wiltgen	4th Grade
PTA	Natalie Saville	PTA President
Administrator	Desiree McCauley	AP
Classroom Teacher	Heather Lasater	3rd grade teacher
Classroom Teacher	Tamara Banks	SPED
Classroom Teacher	Susan Patrick	Math Interventionist
Classroom Teacher	Emily Wiley	PE Teacher
Classroom Teacher	Wendy Mason	2nd Grade Teacher
Classroom Teacher	Paige Donahoo	1st Grade Teacher
Classroom Teacher	Windee Redmond	Kindergarten Teacher
District-level Professional	Michelle Brown	District Level Professional
Administrator	Tiffany Gonzalez	Principal
Parent	Rachel Withers	Community member
Non-classroom Professional	Lacy Fraser	Counselor

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Math Interventionist		$25,164.00
				Sub-Total	$25,164.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Interventionist		$36,957.00
1	1	1	Math Interventionist	2556	$60,774.00
1	1	2	Books and snacks for parent involvement		$1,606.00
1	3	1	Instructional Supplies		$1,600.00
1	4	1	Instructional Supplies		$1,600.00
1	6	1	Subs for classroom coverage during PLT days		$7,422.00
1	6	2	Leverage Leadership 2.0		$250.00
				Sub-Total	$110,209.00

Denton Independent School District

Martinez Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dorothy Martinez Elementary, named for longtime Denton ISD teacher and former member of the Board of School Trustees, Dorothy Martinez, opened last school year as the 26th elementary school our district. Martinez Elementary is the 45th campus in Denton ISD, as well as the eighth elementary school and the 12th total campus serving the Braswell High School attendance zone.

Established: 2024

Mascot: Monarchs

Colors: Red, Black and Gold

Mission/Vision: Foster a safe and inclusive environment where all students are empowered to learn, grow and achieve their full potential through rigorous, engaging experiences that promote respect, creativity and collaboration.

The overall campus demographics are:

- Overall enrollment: 564
- This is a neighborhood school with most students living within walking distance of the campus. We do serve some apartment complexes on 380.
- Our campus has 4 Pre-K classes (3 Gen Ed, 1 ECSE), and two other self-contained special education classes (K-5 Functional Life Skills and 2-5th Academic Functional Skills).
- We have 128 active PTA members which has already surpassed last school years total!
- We have 65 staff members with 4 teachers per grade level

- African American: 50.35%
- Hispanic: 20.21%
- Caucasian: 12.59%
- Asian: 12.94%
- American Indian: 3.0%

- EXPO/GT: 4.26%
- Special Education: 17.91%
  - Emergent Bilingual: 15.96%
- Free & Reduced: 64.36%

*numbers are subject to change as we receive records and update. We will also track mobility rate.

Demographics Strengths

- Diverse staff hired to match the demographics of our students.
- System in place to process all newly enrolled students to quickly request records and notify special programs and teachers of the students needs.
- Master Schedule to ensure kids have access to all three tiers of instruction and intervention, as needed.
- Staff Committees to ensure all demographics are represented with diverse celebrations throughout the year for both students and staff. Committees include: Multi-Cultural Events Committee, Sunshine Committee, Guiding Coalition. etc.
- Student clubs that cater to the students needs and likes that celebrate our campus diversity. Clubs include: Running club, Robotics, Girl Scouts, Teach Denton, Drama Kids, Choir, News Broadcast

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At MES, we need to improve our involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events.
Root Cause: MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Student Learning

Student Learning Summary

STAAR Data

	3rd Math	3rd ELA	4th Math	4th ELA	5th Math	5th ELA
DNM	54%	46%	62%	35%	46%	41%
Approaches	21%	30%	22%	40%	28%	23%
Meets	20%	21%	11%	21%	21%	15%
Masters	5%	4%	5%	5%	5%	21%

Student Learning Strengths

- ELA was a strength over Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is an increased number of Tier 2 and 3 students that need support and potential services such as intensive intervention, Dyslexia, and Special Education. There is not enough staff to provide the individualized support needed.
Root Cause: Due to the fast growing area and high numbers at our school over projections.

Problem Statement 2 (Prioritized): There is a need for professional learning of our whole staff, due to either first year teachers or new to our district, to bring them up to par with our district and campus systems and processes. This can become overwhelming due to our reduced on-site personnel.
Root Cause: Mobility rate in staff on 380 corridor and constantly hiring due to loss at other districts.

Problem Statement 3 (Prioritized): At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner.
Root Cause: MES is a brand new campus with an entire brand new staff; majority coming form out of district.

Problem Statement 4: Increased need in showcase and celebration of student learning.
Root Cause: Last year we did not add this due to being a brand new campus.

School Processes & Programs

School Processes & Programs Summary

At MES, we have the following programs and processes in place:

- Campus specific criteria for hiring
- Roles & responsibilities- Staff Handbook & Parent Playbook
- Class List creation and meeting the needs of students in special programs
- T-TESS for observing teachers and providing feedback for improvement
- Professional learning opportunities such as Mega-Labs, Coaching cycles, learning walks and learning labs
- Mentor Teachers & Instructional Coaches to provide support for new staff
- Committees for staff to engage in their strengths: Guiding Coalition (Instructional), Cultural & Community (Community Events), Sunshine (Staff Engagement) & BERT (Safety/Security/Behavior)
- Student Clubs to engage students in school: Drama Kids, Girl Scouts, Teach Denton, Running/Track Club, Robotics, Choir, Monarch Messenger News Broadcast
- Master schedule & use of CHAMPS to maximize learning
- MTSS to monitor student growth based on need
- Genius Hour (Teacher PLC time bi-weekly)
- Monarch Memo Family Newsletter
- PTA & Watch DOGS
- Monthly Safety Drills and Safety Wall of Fame with Officer Brandy
- Tiered Behavior Supports that utilize SEL
- Monarch Money & Friday shopping student incentive store
- Volunteers & Lunch visitors system (scheduling, checking-in & badges on)

School Processes & Programs Strengths

- Systems in place for teachers to plan for instruction, analyze data and plan for interventions and enrichment for student learning and growth.
- Master schedule developed to maximize learning time and include intervention daily.
- Mega-Labs, observation cycle and professional development plan to support all new staff.
- Expectations set in regards to roles and responsibilities of staff, students and parents.
- Committees and clubs for staff, students and parents to get involved.
- Safety team, drills, and highlighting students for safety are up and running.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for professional learning of our whole staff, due to either first year teachers or new to our district, to bring them up to par with our district and campus systems and processes. This can become overwhelming due to our reduced on-site personnel.
Root Cause: Mobility rate in staff on 380 corridor and constantly hiring due to loss at other districts.

Problem Statement 2 (Prioritized): At MES, we need to improve our involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events.

Root Cause: MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Problem Statement 3 (Prioritized): There is an increased number of Tier 2 and 3 students that need support and potential services such as intensive intervention, Dyslexia, and Special Education. There is not enough staff to provide the individualized support needed.
Root Cause: Due to the fast growing area and high numbers at our school over projections.

Problem Statement 4 (Prioritized): At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner.
Root Cause: MES is a brand new campus with an entire brand new staff; majority coming form out of district.

Perceptions

Perceptions Summary

As a brand new campus, we are working to build positive perceptions of our community. While we have not had any surveys or data sources to pull from yet, we do have an overall positive atmosphere and response from our parents and community. We had heard comments regarding being organized, positive and welcoming staff, etc. We have community partners such as Tender BBQ, Lifetouch and CoServ and have started up programs to engage our families such a PTA and Watch DOGS. A main focus at this time is building relationships with our parents and community we serve. We have spent a lot of time intentionally planning to ensure the foundation of MES is strong and grounded and that we provide the same opportunities at partner schools our students came from.

Perceptions Strengths

- Programs started to engage our families and community.
- Community partnerships in place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner.
Root Cause: MES is a brand new campus with an entire brand new staff; majority coming form out of district.

Problem Statement 2 (Prioritized): At MES, we need to improve our involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events.
Root Cause: MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Priority Problem Statements

Problem Statement 1: At MES, we need to improve our involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events.

Root Cause 1: MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

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

Problem Statement 2: At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner.

Root Cause 2: MES is a brand new campus with an entire brand new staff; majority coming form out of district.

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: There is an increased number of Tier 2 and 3 students that need support and potential services such as intensive intervention, Dyslexia, and Special Education. There is not enough staff to provide the individualized support needed.

Root Cause 3: Due to the fast growing area and high numbers at our school over projections.

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

Problem Statement 4: There is a need for professional learning of our whole staff, due to either first year teachers or new to our district, to bring them up to par with our district and campus systems and processes. This can become overwhelming due to our reduced on-site personnel.

Root Cause 4: Mobility rate in staff on 380 corridor and constantly hiring due to loss at other districts.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By the 2027 testing year, Martinez students' Approaches percentage rate on STAAR Reading will meet or exceed the district's established minimum expectation for Tier 4 campuses of 76% for 3rd Grade, 83% of 4th grade, and 78% of 5th grade with a 10% increase each year.

We are also striving for 46% Meets for 3rd Reading, 52% Meets for 4th, and 56% Meets for 5th.

High Priority

HB3 Compass Point

Evaluation Data Sources: iReady Diagnostics and Student Mastery Checks
Interims
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Martinez teachers will ensure the implementation of the district's written curriculum and utilize the storyboards, field guides, and instructional strategy cards as guides during planning and observation. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement and engagement as evident in walk-throughs and observations ensuring alignment and strong instructional delivery. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Afterschool Tutorials - Title I, Part A - $3,332				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Martinez teachers will use the PLC Framework and a Planning Protocol using co-created criteria, to focus on the four critical questions and be more intentional in planning student learning. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Campus Interventionist - Title I, Part A - $85,200, Reading Interventionist - Title I, Part A - 2556 - $19,004				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide instructional coaching and intervention support by the Campus Interventionist and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing curriculum and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Administer regular formative and common assessments tied to priority standards with evidence documented on the data tracker. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By the 2027 testing year, Martinez students' Approaches percentage rate on STAAR Math will meet or exceed the district's established minimum expectation for Tier 4 campuses of 68% for 3rd Grade, 67% of 4th grade, and 74% of 5th grade with a 10% increase each year.

We are also striving for 38% Meets for 3rd Math, 42% Meets for 4th, and 40% Meets for 5th Math.

High Priority

HB3 Compass Point

Evaluation Data Sources: iReady Diagnostics and Student Mastery Checks
Interims
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Martinez teachers will ensure the implementation of the district's written curriculum and utilize the storyboards, field guides, and instructional strategy cards as guides during planning and observation. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement and engagement as evident in walk-throughs and observations ensuring alignment and strong instructional delivery. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Martinez teachers will use the PLC Framework and a Planning Protocol using co-created criteria, to focus on the four critical questions and be more intentional in planning student learning. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Administrators District Instructional Coach Interventionist Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Substitutes for PLT - Title I, Part A - $4,080				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide instructional coaching and intervention support by the Campus Interventionist and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing curriculum and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Provide instructional coaching and intervention support by the Campus Interventionist and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing curriculum and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidence by campus, district and state assessment reports for the 25-26 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Behavior Specialist - Title I, Part A - $38,687, Math Interventionist - State Compensatory Education (SCE) - $38,006.40, Math Interventionist - Title I, Part A - 2556 - $38,007				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Working as a Professional Learning Community, we will average an overall mean of a 4.5 on questions 1-3 (know what is expected, have materials/supplies readily available, and can do their job each day) based on the Q12 measurement on the End of Year District Engagement Survey.

HB3 Compass Point

Evaluation Data Sources: Q12 Engagement Surveys
Walkthrough data
Collaborative Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Implementation of the MES Staff Handbook by all staff members and keeping the Teacher Toolbox/Quicklinks updated with most recent systems and schedules. **Strategy's Expected Result/Impact:** Through evidence of walkthroughs and joining collaborative planning meetings, we will see evidence of the MES Handbook and Teacher Toolbox implemented in classrooms with a 100% success rate. **Staff Responsible for Monitoring:** Principal AP Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Implementation of a Tier I, II, and III Behavior Support Matrix using a menu of supports with interventions and consequences. **Strategy's Expected Result/Impact:** Through evidence of office referrals data, we will see a 10% decrease of repeated behaviors from a single student in need of Tier 3 intervention. **Staff Responsible for Monitoring:** Principal AP Behavior Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: Collaborative planning within grade levels in addition committees to refine school systems and events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Utilizing feedback forms to gauge feedback from staff members on systems related to student instruction. **Strategy's Expected Result/Impact:** Distributive leadership and ensuring we are answering the four critical questions of a PLC. **Staff Responsible for Monitoring:** Instructional team leaders, coaches, and principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Host meetings with Guiding Coalition members monthly with principal to get individualized feedback on school systems and team dynamics. **Strategy's Expected Result/Impact:** Distributive leadership and responding to feedback **Staff Responsible for Monitoring:** Principal				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: For the 25-26 school year, Martinez Elementary will activate families as partners in learning by moving from trust building to action oriented by not only receiving information but co-designing solutions, celebrating progress and supporting student achievement.

Evaluation Data Sources: Feedback forms
parent sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Implementation of quarterly awards assemblies with parents invited to come and celebrate. **Strategy's Expected Result/Impact:** More parents coming to the school, involved in students learning success as evident by parent sign in sheets. **Staff Responsible for Monitoring:** Guiding Coalition Administrators Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Supplies & Snacks - Title I, Part A - $2,530				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Implementation of progress reports and learning communication tools in addition to report cards shared with families during learning to communicate their child's learning and how they can support at home after holding a parent information meeting on how to access HAC grades. **Strategy's Expected Result/Impact:** More signed progress reports returned to school. **Staff Responsible for Monitoring:** Teachers Administrators Interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Implementation of guest reader groups coming in weekly to work with students who need more time reading. **Strategy's Expected Result/Impact:** Additional groups with students reading levels increasing. **Staff Responsible for Monitoring:** Administration Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Guiding Coalition

Committee Role	Name	Position
Member	Melissa Vanderwall	Interventionist
Member	Megan Rattan	PE Teacher/Specials Lead
Member	Shelby Allen	5th Grade Teacher
Member	Ebony Warren	4th Grade Teacher
Member	Shaniqua Fowler	3rd Grade Teacher
Member	Regan Redmon	2nd Grade Teacher
Member	Diane Cotter	1st Grade Teacher
Member	Leelee Peterson	Kinder Teacher
Member	Kiana Njoku-Ibe	PreK Teacher
Member	Kelly Beard	AP
Lead	Karsten Hatcher	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Math Interventionist		$38,006.40
				Sub-Total	$38,006.40

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Afterschool Tutorials		$3,332.00
1	1	2	Campus Interventionist		$85,200.00
1	1	2	Reading Interventionist	2556	$19,004.00
1	2	2	Substitutes for PLT		$4,080.00
1	2	4	Math Interventionist	2556	$38,007.00
1	2	4	Behavior Specialist		$38,687.00
3	1	1	Parent Involvement Supplies & Snacks		$2,530.00
				Sub-Total	$190,840.00

Denton Independent School District

McNair Elementary

2025-2026 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

Collective Commitments

Educators will work in collaborative teams (PLCs) and take collective responsibility for student learning.

Collaborative teacher teams will implement a guaranteed and viable curriculum.

Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

Educators use the results of common assessments to improve individual proactive and identify students in need of intervention and extension.

The school provides a systematic process for intervention and extension (RTI/MTSS)

Teach and assess the essential skills and standards of our agreed upon curriculum.

Support all students by monitoring and adjusting student learning and engagement using accurate data from team developed assessments.

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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

See addendum.

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

Demographics Strengths

- The percentage of students meeting and mastering grade levels continues to increase.
- Diverse student population, including monolingual and bilingual students.
- Cultivating community partnerships through CIS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of EB students meeting grade-level expectations is not in alignment with their monolingual peers. Staff will continue to monitor student progress, as evidenced by the iReady Mastery Checks.
Root Cause: Vocabulary and better inclusion of our EB population in intervention groups.

Student Learning

Student Learning Summary

- Our students have made great gains in several areas as evidenced by our campus data card and our state assessment. See addendum.

Student Learning Strengths

- We have strong performance in both RLA and Math, but there is room for improvement in these areas. See addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As evidenced by iReady EOY math data, 30% of kinder, 47% of 1st grade, 43% of 2nd grade, 29% of 3rd grade, 25% of 4th grade, and 38% of 5th grade did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.
Root Cause: Students need to develop deep conceptual understanding of essential standards.

Problem Statement 2 (Prioritized): As evidenced by EOY reading data, 30% of kinder, 67% of 1st grade, 61% of 2nd grade, 40% of 3rd grade, 37% of 4th grade, and 34% of 5th grade did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.
Root Cause: Students need to develop strong phonological awareness and comprehension skills.

School Processes & Programs

School Processes & Programs Summary

- Bilingual program
- Reading Interventionist
- Math Interventionist
- Bilingual Specialist
- 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 (Prioritized): To continue to support the growing diversity of our campus, we will need to adjust our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans.
Root Cause: We will be intentional in being more specific in addressing specific areas of needs of students.

Perceptions

Perceptions Summary

- We strive to meet the varying needs of students
- We promote a positive climate of community
- We believe that all students can learn
- Staff is willing to learn and lead new learning

Family and Community Involvement

- Communication is sent from teachers at least weekly; the assistant principal communicates through a campus newsletter weekly, and a bi-weekly newsletter is sent by the principal to the community bi-weekly
- 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

Priority Problem Statements

Problem Statement 1: The number of EB students meeting grade-level expectations is not in alignment with their monolingual peers. Staff will continue to monitor student progress, as evidenced by the iReady Mastery Checks.

Root Cause 1: Vocabulary and better inclusion of our EB population in intervention groups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As evidenced by iReady EOY math data, 30% of kinder, 47% of 1st grade, 43% of 2nd grade, 29% of 3rd grade, 25% of 4th grade, and 38% of 5th grade did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.

Root Cause 2: Students need to develop deep conceptual understanding of essential standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: To continue to support the growing diversity of our campus, we will need to adjust our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans.

Root Cause 3: We will be intentional in being more specific in addressing specific areas of needs of students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As evidenced by EOY reading data, 30% of kinder, 67% of 1st grade, 61% of 2nd grade, 40% of 3rd grade, 37% of 4th grade, and 34% of 5th grade did not meet their typical growth. Staff will monitor student progress as evidenced by the diagnostic.

Root Cause 4: Students need to develop strong phonological awareness and comprehension skills.

Problem Statement 4 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 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
- 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: McNair's students' approaches rate on Reading STAAR will meet or exceed the district's established minimum expectation for Tier 4 campuses of 76% for 3rd grade, 83% for 4th grade, and 78% for 5th grade.

Evaluation Data Sources: Interims, iReady, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers in 3rd-5th grades will provide intentional PLTs and small group intervention for all below grade level readers as evidenced by PLT agendas and campus data monitoring tools. **Strategy's Expected Result/Impact:** Students being able to verbalize and comprehend what is occurring in a text; students receiving applicable, timely feedback. **Staff Responsible for Monitoring:** Teachers; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Student Supplies - Title I, Part A - $1,093				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will provide explicit instruction in vocabulary and ensure the language needs of our EB students are met through language objectives. This will be evidenced by agendas, professional development, the monitoring of small group protocol small group lessons, walkthroughs, and campus monitoring tools. **Strategy's Expected Result/Impact:** Intentional vocabulary/language planning and data-driven instruction **Staff Responsible for Monitoring:** Teachers; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2026. This will be evidenced by tracking sheets in Edugence. **Strategy's Expected Result/Impact:** Students will be identified as approaches and/or meets grade level standards on STAAR assessments. **Staff Responsible for Monitoring:** Interventionists; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Campus Interventionist - State Compensatory Education (SCE) - $19,757, Campus Interventionist - Title I, Part A - 2556 - $61,848				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: McNair's students' approaches rate on Math STAAR will meet or exceed the district's established minimum expectation for Tier 4 campuses of 68% for 3rd grade, 67% for 4th grade, and 74% for 5th grade.

Evaluation Data Sources: Interims, iReady, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers in 3rd-5th grades will provide intentional PLTs and small group intervention for all below grade level students as evidenced by PLT agendas, intervention tracking sheets, lesson plans, and campus data monitoring tools. **Strategy's Expected Result/Impact:** Students will have strong fact fluency, numeracy skills, and a conceptual understanding of mathematical concepts. Students will know and learn essential math standards. **Staff Responsible for Monitoring:** Teachers; Interventionists; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will provide explicit instruction in vocabulary and ensure the language needs of our EB students are met. This will be evidenced by planning agendas, walkthroughs, and campus monitoring tools. **Strategy's Expected Result/Impact:** Students will increase performance on math essential standards. **Staff Responsible for Monitoring:** Teachers; Interventionists; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2026. This will be evidenced by tracking sheets. **Strategy's Expected Result/Impact:** Students will be identified as approaches and/or meets grade level standards on STAAR assessments. **Staff Responsible for Monitoring:** Interventionists; Admin **Funding Sources:** Math Interventionist - Title I, Part A - $80,291				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of the 25-26 school year, 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words, as evidenced by CLI engage.

Evaluation Data Sources: CLI Engage Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Small group intervention on letter ID, sounds, and blends will be implemented. **Strategy's Expected Result/Impact:** Intervention will increase the percentage of students who can identify letters and produce and blend sounds. **Staff Responsible for Monitoring:** Teachers; Admin				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By the end of the 25-26 school year, staff will be more engaged in their work and have the opportunity to do their best as evidenced by the Gallup Engagement percentage moving from 3.96 to 4.0.

Evaluation Data Sources: Gallup Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff will have monthly check-ins with admin to discuss what they need to do their best. Admin will utilize this information to support staff with resources or instructional needs. **Strategy's Expected Result/Impact:** Teachers who feel like they have the opportunity to do their best will directly impact student instruction. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PD Supplies - Title I, Part A - $1,093				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By the end of the 25-26 school year, the number of students who are being provided support through CIS will be 100 students, at minimum. This will be evidenced by CIS case load data.

Evaluation Data Sources: Case-logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The partnership of Communities In Schools (CIS) and the counseling program will equip and empower students to confront and overcome personal challenges and create trans-formative relationships that are key to unlocking a student's potential. As a result, immediate and systemic barriers will be broken down to create and sustain equitable outcomes. **Strategy's Expected Result/Impact:** Intervening on the exact needs of students through services which address students' social-emotional, and mental health barriers to positively impact student success. **Staff Responsible for Monitoring:** Site Coordinator; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** CIS - Title I, Part A - $25,000, Parent Involvement Supplies & Snacks - Title I, Part A - $2,275				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Title I Personnel

Name	Position	Program	FTE
Jennifer Perez	Math Interventionist		.5
Rachel Miller	Reading Interventionist		.5

Campus Leadership Team

Committee Role	Name	Position
Parent	Timothy Murray	Parent
Classroom Teacher	Sheri Kohl	1st Grade Teacher
Classroom Teacher	Jennifer Gonzalez	2nd Grade Teacher
Classroom Teacher	Camryn Schmidt	3rd Grade Teacher
Classroom Teacher	Flor Cooper	4th Grade Teacher
Classroom Teacher	Elizabeth Hall	3rd Grade Teacher
Non-classroom Professional	Rachel Miller	Reading Interventionist
Non-classroom Professional	Jennifer Perez	Math Interventionist
Non-classroom Professional	TBD TBD	Counselor
Administrator	Lauren Atkinson	Assistant Principal
Administrator	Djenane Bolton	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Campus Interventionist		$19,757.00
				Sub-Total	$19,757.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Student Supplies		$1,093.00
1	1	3	Campus Interventionist	2556	$61,848.00
1	2	3	Math Interventionist		$80,291.00
2	1	1	PD Supplies		$1,093.00
3	1	1	CIS		$25,000.00
3	1	1	Parent Involvement Supplies & Snacks		$2,275.00
				Sub-Total	$171,600.00

Denton Independent School District

Nelson Elementary

2025-2026 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

We, the stakeholders, will empower well-rounded learners who achieve their personal best while they are becoming successful citizens with a love for learning.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nelson Elementary is a proud Title I campus serving a diverse student population. Our student body includes 35% White, 34% Hispanic, 19% African American, and 4% Asian students.

We are committed to meeting the unique needs of all learners through a variety of specialized programs. Currently, 13% of our students are identified as Emergent Bilingual, 6% participate in the Gifted and Talented program, 52.6% qualify as economically disadvantaged, and 22% receive special education services.

Our campus demonstrates excellence in cultivating engagement among students, families, and staff. Students are actively involved through curriculum nights and a wide range of extracurricular opportunities. Families partner with us through organizations such as PTA, All Pro Dads, and numerous volunteer programs. Staff are supported through robust professional development led by our Guiding Coalition, as well as a mentorship program designed to equip and encourage new teachers.

Demographics Strengths

Our campus strengths include the following:

- Developing common formative assessments
- Progress monitoring student achievement.
- 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
- Creating systems of support for staff members

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a notable discrepancy in ELAR and math scores among our various sub-population groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population.
Root Cause: The needs and values of each student group differs and requires a variance in thought regarding learning opportunities and relationship building.

Student Learning

Student Learning Summary

The majority of students are leaving each grade level demonstrating at least one year's growth in learning, as measured by common assessment data.

However, summative assessments (STAAR and iReady) in both reading levels and mastery of math essentials indicate a continued need to close the achievement gap between students who are and are not in the special education program.

Math data, in particular, highlights the need for a more effective system to monitor and track student progress throughout the school year.

(See addendums labeled: *STAAR Data by Groups*, *iReady Diagnostic Growth for Math*, and *iReady Diagnostic Growth for Reading*.)

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 (Prioritized): Students in grades K-5 demonstrated growth in math, as evidenced by iReady Math data. However, the campus did not meet the 85% on-level goal for Whole Numbers and Operations.
Root Cause: While the Concrete-Pictorial-Abstract (CPA) model was effectively used in small group instruction, it was not consistently reinforced during Tier 1 instruction, limiting its impact on meeting the needs of all students.

Problem Statement 2: Student performance in Science declined from the 2023-2024 school year to the 2024-2025 school year, with fewer students meeting grade-level expectations on the Science STAAR.
Root Cause: Instructional practices and assessments were not fully aligned to the revised Science TEKS and the new STAAR item types (e.g., multi-select, text-entry, graphing).

Problem Statement 3: There was significant variation in iReady Reading growth among students in grades kindergarten through 2nd grade.
Root Cause: Reading instruction and progress monitoring practices were not fully consistent across classrooms. Differences in the use of foundational literacy strategies--such as phonological awareness, phonics, and guided reading routines--led to uneven growth among students.

Problem Statement 4 (Prioritized): iReady results for reading indicate 59% of students met their typical growth goal.
Root Cause: Reading instruction and intervention practices require greater consistency across grade levels. Variability has resulted from interruptions in the school day and the need for stronger calibration of teaching and assessment practices.

School Processes & Programs

School Processes & Programs Summary

The School Processes and Programs at Nelson Elementary are designed to organize daily campus activities, establish a framework for professional development, support extracurricular opportunities for students, and facilitate systematic communication on important topics for both staff members and parents.

School Processes & Programs Strengths

Curriculum & Instruction

- Professional Learning Community (PLC): Nelson Elementary embraces the PLC model through bi-weekly professional learning team meetings. Staff collaborate using the four Critical Questions of a PLC to drive student learning and instructional decisions.

Professional Development

- Support for New Staff: New teachers are paired with mentors and work within collaborative teams to enhance student learning opportunities.
- Partnership with the Teaching and Learning Department: District coordinators provide professional development, campus-based mini labs, and hands-on support during planning sessions.

Leadership & Decision-Making

- Guiding Coalition: This team facilitates professional growth, leadership development, and provides support and resources that empower staff to increase evidence of student learning.
- Team Leaders: Team leaders serve as liaisons, ensuring clear communication between campus teams and administrators.

Communication

- Staff Newsletter: A weekly staff newsletter, housed on the campus Google Site, shares important news, links to the parent newsletter, the Mission/Vision/Values/Goals, and recaps of professional learning.
- Parent Newsletter: Weekly newsletters provide families with updates on learning opportunities, celebrate student and staff achievements, and share details about upcoming events.

Scheduling

- Master Schedule: A comprehensive schedule organizes key systems such as special area rotations, lunch and dismissal duties, and grade-level schedules.
- Nelson All Staff Calendar: This shared calendar lists all programs, professional development sessions, and campus meetings, ensuring accessibility for all staff.

Extracurricular Activities

- Special Areas Programs: Art, music, and PE teachers provide after-school opportunities such as the Fiber Arts Club, Nelson Choir, and Volleyball Club.
- Teacher-Sponsored Clubs: Staff also volunteer their time to lead activities like the Outdoor Learning (OWL) Club, Girls on the Run, and Student Council.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parent feedback indicates a need for increased communication about student grades and classroom activities.
Root Cause: Current communication practices regarding student grades and classroom activities are not fully consistent across grade levels and teachers. This has led to parents feeling they do not always receive timely or sufficient updates about their child's progress and classroom experiences.

Perceptions

Perceptions Summary

Strengths in the Perceptions category can be organized into three areas: student perceptions, staff perceptions, and community perceptions.

The campus has experienced increased engagement among staff and community members. This growth can be attributed to effective communication with parents, multiple avenues for celebrating student and staff success, and a variety of opportunities for stakeholders to actively participate in school activities.

Perceptions Strengths

Student Perceptions
Students at Nelson Elementary have many opportunities to engage with the campus through extracurricular activities and school events, such as the Fall Festival. Students needing additional emotional support are paired with a staff or high school mentor and may also self-refer for counseling sessions.

Recognition systems further support positive student perceptions. Those who exemplify the PRIDE attributes are nominated for a PRIDE Award. PRIDE stands for:

- **P**ositive Attitude
- **R**espectful and Responsible
- **I**nclude Everyone
- **D**o the Right Thing
- **E**ngage in Learning

Additionally, classes that consistently follow CHAMPS expectations are recognized with CHAMPS celebrations, reinforcing the campus behavior management system.

Parent Perceptions

Parent Perceptions
According to the 2024-2025 Gallup Community Engagement Survey, 43% of the Nelson Elementary community is fully engaged, reflecting a 2% increase from the previous year.

Parental involvement is encouraged through monthly events such as All Pro Dads, class celebrations, and weekly volunteering opportunities. Teachers also maintain consistent communication with families through parent-teacher conferences and newsletters.

Staff Perceptions

The 2024-2025 Employee Engagement Survey shows that 57% of staff members are highly engaged in their work, an increase of 2% from the previous year. Strengths were noted in the areas of *"I know what is expected of me"* and *"My associates and fellow employees are committed to doing quality work."*

Staff morale and collaboration are supported through regular opportunities to celebrate one another, including staff recognition at meetings, extended lunches on professional development days, and campus-wide social gatherings during holidays.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Gallup Family Engagement Survey identified "Academic Standards" as the lowest-ranking area for Nelson Elementary.
Root Cause: Parents are not fully aware of the differentiated learning opportunities provided and would benefit from increased communication about their child's progress and the academic standards guiding instruction.

Priority Problem Statements

Problem Statement 1: There is a notable discrepancy in ELAR and math scores among our various sub-population groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population.

Root Cause 1: The needs and values of each student group differs and requires a variance in thought regarding learning opportunities and relationship building.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in grades K-5 demonstrated growth in math, as evidenced by iReady Math data. However, the campus did not meet the 85% on-level goal for Whole Numbers and Operations.

Root Cause 2: While the Concrete-Pictorial-Abstract (CPA) model was effectively used in small group instruction, it was not consistently reinforced during Tier 1 instruction, limiting its impact on meeting the needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parent feedback indicates a need for increased communication about student grades and classroom activities.

Root Cause 3: Current communication practices regarding student grades and classroom activities are not fully consistent across grade levels and teachers. This has led to parents feeling they do not always receive timely or sufficient updates about their child's progress and classroom experiences.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The Gallup Family Engagement Survey identified "Academic Standards" as the lowest-ranking area for Nelson Elementary.

Root Cause 4: Parents are not fully aware of the differentiated learning opportunities provided and would benefit from increased communication about their child's progress and the academic standards guiding instruction.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: iReady results for reading indicate 59% of students met their typical growth goal.

Root Cause 5: Reading instruction and intervention practices require greater consistency across grade levels. Variability has resulted from interruptions in the school day and the need for stronger calibration of teaching and assessment practices.

Problem Statement 5 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Nelson Elementary will meet or exceed the district-defined minimum performance expectations for the Math STAAR assessment by increasing the Approaches percentage from 75% to 85%.

High Priority

Evaluation Data Sources: Common Assessments
Report Card Assessments
iReady Math Assessments
Math STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff will align classroom instruction to the curriculum's content, context, and cognitive demand. **Strategy's Expected Result/Impact:** Teams will experience a decrease in students requiring T2 and T3 intervention. **Staff Responsible for Monitoring:** Professional Learning Teams Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Substitutes for curriculum planning sessions - Title I, Part A - $7,920				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Students in kindergarten - 5th grades who do not meet expectations for the mastery of math essentials will receive intervention for a minimum of 20 minutes a day, 4 days a week by one of the campus reading and math interventionists and/or a classroom teacher. **Strategy's Expected Result/Impact:** 85% of students in grades K-5 will meet expectations for the Essential TEKS in the Whole Numbers and Operations strand in math **Staff Responsible for Monitoring:** Professional Learning Teams Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Part Time Interventionist - Title I, Part A - $37,012, Math/Reading Interventionist - Title I, Part A - 2556 - $60,218				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Students who qualify for services under HB1416 will receive a minimum of 30 minutes a week of accelerated instruction by May 2026. **Strategy's Expected Result/Impact:** 85% of HB1416 students will experience 1 year's growth in math in accordance to the STAAR assessment. **Staff Responsible for Monitoring:** Professional Learning Teams CLT Committee Administrators **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in grades K-5 demonstrated growth in math, as evidenced by iReady Math data. However, the campus did not meet the 85% on-level goal for Whole Numbers and Operations. **Root Cause**: While the Concrete-Pictorial-Abstract (CPA) model was effectively used in small group instruction, it was not consistently reinforced during Tier 1 instruction, limiting its impact on meeting the needs of all students.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By May 2025, Pre-K students will demonstrate readiness for kindergarten as evidenced by the following:
* 90% of Pre-K students can count up to 10 objects
* 75% of Pre-K students can produce 20 or more letter sounds
* 80% of Pre-K students can identify a letter, word, and punctuation in a text

HB3 Compass Point

Evaluation Data Sources: Progress Monitoring Tools
Standard-Based Report Card Assessments
Teacher Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Align classroom instruction to the curriculum's content, context, and cognitive demand. **Strategy's Expected Result/Impact:** Reliable and viable curriculum across all the Pre-K classrooms **Staff Responsible for Monitoring:** Pre-K Professional Learning Team Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: Nelson Elementary will meet or exceed the district-defined minimum performance expectations for the Reading STAAR assessment by increasing the Approaches percentage from 82% to 85%.

HB3 Compass Point

Evaluation Data Sources: Common Assessments
Report Card Assessments
iReady Reading Assessments
Reading STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff will align classroom instruction to the curriculum's content, context, and cognitive demand. **Strategy's Expected Result/Impact:** Teams will experience a decrease in students requiring T2 and T3 intervention. **Staff Responsible for Monitoring:** Professional Learning Teams Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Substitutes for training - Title I, Part A - $1,870				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Students in kindergarten - 5th grades who do not meet expectations for the mastery of reading essentials will receive intervention for a minimum of 20 minutes a day, 4 days a week by one of the campus reading and math interventionists and/or a classroom teacher. **Strategy's Expected Result/Impact:** 85% of students in grades K-5 will reach Approaches or higher on the Reading STAAR assessment 85% of students will meet their typical growth goal by the end of year iReady assessment for Reading **Staff Responsible for Monitoring:** Professional Learning Teams Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 4 **Funding Sources:** Math/Reading Interventionist - State Compensatory Education (SCE) - $60,218, Part-Time Interventionist - Title I, Part A - $37,012				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Students who qualify for services under HB1416 will receive a minimum of 30 minutes a week of accelerated instruction by May 2026. **Strategy's Expected Result/Impact:** 85% of HB1416 students will experience 1 year's growth in math in accordance to the STAAR assessment. **Staff Responsible for Monitoring:** Professional Learning Teams CLT Committee Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: iReady results for reading indicate 59% of students met their typical growth goal. **Root Cause**: Reading instruction and intervention practices require greater consistency across grade levels. Variability has resulted from interruptions in the school day and the need for stronger calibration of teaching and assessment practices.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: Nelson Elementary will meet or exceed the district-defined minimum performance expectations for the Science STAAR assessment by increasing the Approaches percentage from 65% to 85%.

Evaluation Data Sources: Common Assessments
Report Card Assessments
Science STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Align classroom instruction, including STEM labs, to the curriculum's content, context, and cognitive demand. **Strategy's Expected Result/Impact:** 85% students will meet Approaches or higher on common assessments focused on essential TEKS **Staff Responsible for Monitoring:** Professional Learning Team Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Substitutes for collaborative planning sessions - Title I, Part A - $2,049				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: 85% of families will participate in a minimum of 1 extra-curricular or co-curricular event sponsored by Nelson Elementary.

Evaluation Data Sources: Teacher Observation
Sign-in Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Continued implementation of extra-curricular activities including the Nelson Choir, Drama Kids, Student Council, Safety Squad, 5th Grade Track Team, the volleyball club, the art club, and the OWL Club. **Strategy's Expected Result/Impact:** Increased student engagement and increased parent engagement as evidence of student attendance at meetings and parent attendance at events. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Continued implementation of school events such as the kindergarten roundup, classroom celebrations, the talent show, the Fine Arts Night, All Pro Dads, and grade level curriculum nights. **Strategy's Expected Result/Impact:** Increased parental engagement as evidenced by the Gallup Family Engagement survey **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.533 **Funding Sources:** Parent involvement funds for supplies & snacks - Title I, Part A - $1,613				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for Nelson Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.49
Brief Description of SCE Services and/or Programs

Personnel for Nelson Elementary

Name	Position	FTE
Jordis McLaughlin	3-5 Reading Interventionist	0.5
Jordis McLaughlin	3-5 Math Intervention	0.5
Linda Pollard	K-5 Math/Reading Interventionist	0.49

Title I Personnel

Name	Position	Program	FTE
Christina Lumene	Math/Reading Interventionist		.5

Campus Leadership Team

Committee Role	Name	Position
Paraprofessional Representative	Brittany Rubel	Paraprofessional
District Representative	Heather Eby	Elementary Science Coordinator
Parent	Suhar Hammad	Parent
Parent	Alicia Rhoades	Parent
Administrator	Erika Timmons	Principal
Administrator	Amy Atchley	Assistant Principal
Paraprofessional Representative	Kaitlynn Shilling	Paraprofessional
Non-Classroom Professional	Cherie Perry	Librarian
Non-classroom Professional	Renee Thomas	Special Education Teacher
Non-classroom Professional	Stacy Madden	PE Teacher
Classroom Teacher	Rebecca MItchell	5th Grade Teacher
Classroom Teacher	Lakeisha Smith	4th Grade Teacher
Classroom Teacher	Carson Burford	3rd Grade Teacher
Classroom Teacher	Chandra Wilburn	2nd Grade Teacher
Classroom Teacher	Amy Worledge	1st Grade Teacher
Classroom Teacher	Taheerah Flores	Kindergarten Teacher
Classroom Teacher	Jarah Lewis	ECSE Teacher

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Math/Reading Interventionist		$60,218.00
				Sub-Total	$60,218.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes for curriculum planning sessions		$7,920.00
1	1	2	Part Time Interventionist		$37,012.00
1	1	2	Math/Reading Interventionist	2556	$60,218.00
1	3	1	Substitutes for training		$1,870.00
1	3	2	Part-Time Interventionist		$37,012.00
1	4	1	Substitutes for collaborative planning sessions		$2,049.00
3	1	2	Parent involvement funds for supplies & snacks		$1,613.00
				Sub-Total	$147,694.00

Addendums

Sep 12, 2025

Student Overview Data

Enrollment C	1	2	3	4	5	6	7	8	9	10	11	12	EE	KG	PK	Total
LA Nelson Elementar	73	85	82	104	94								11	74	53	**576**

F/R Lunch Count		1	2	3	4	5	6	7	8	9	10	11	12	EE	KG	PK	Total
LA Nelson Elementar	1	30	38	37	39	40								6	43	30	**263**
	2	6	6	7	4	6									4	7	**40**

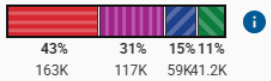
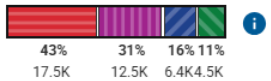
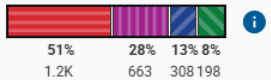
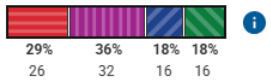
Summary Data

Current Building Name	Student Count	F/R Lunch Count	Percentage
LA Nelson Elementar	576	303	52.6

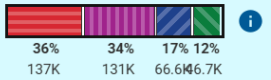
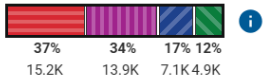
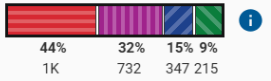
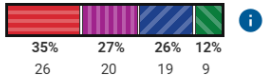
Sub-Population Data

Current Building Name	Grade	Hispanic Total	Asian Total	ck/African American Tan	Indian/Alaska Nativ	tive Hawaiian/OPI Tot	White Total	Multiple Total	At Risk Total	ESL Total	Bilingual Total	SpEd Total	504 Total
LA Nelson Elementar	1	26	1	13	1	0	28	4	7	5	2	11	1
	2	27	4	13	0	0	31	10	12	11	2	14	1
	3	27	2	15	0	0	33	5	10	9	1	24	2
	4	34	4	16	0	0	40	10	12	10	0	22	7
	5	26	4	23	1	0	31	9	13	12	1	28	7
	EE	4	0	1	0	0	6	0	0	0	0	10	0
	KG	26	3	17	0	0	23	5	11	8	1	11	0
	PK	25	4	9	0	0	11	4	18	10	3	6	0

2023-2024 Science STAAR Results

		otal	Student Count	Test Completion Rate	Average Score	Performance Distribution
State			380636		3690	
ESC			40870		3690	
District			2386		3592	
Campus			90		3840	

2024-2025 Science STAAR Results

State			382983		3769	
ESC			41133		3757	
District			2296		3679	
Campus			74		3832	

3rd Grade Math (Current 4th Graders)

A **All Students**	E **Eco Dis**	S **Special Ed**	EB **EB**
#100	#40	#22	#1
NM: 21%	NM: 30%	NM: 64%	NM: 0%
AP: 79%	AP: 70%	AP: 36%	AP: 100%
ME: 49%	ME: 30%	ME: 14%	ME: 100%
MS: 23%	MS: 10%	MS: 5%	MS: 100%
Scale Score: 1483	Scale Score: 1419	Scale Score: 1361	Scale Score: 1646
Raw Score: 21	Raw Score: 18	Raw Score: 14	Raw Score: 30
% crcrt: 58	% crcrt: 49	% crcrt: 39	% crcrt: 81

3rd Grade ELAR (Current 4th Graders)

A **All Students**	E **Eco Dis**	S **Special Ed**	EB **EB**
#100	#40	#22	#1
NM: 19%	NM: 28%	NM: 64%	NM: 0%
AP: 81%	AP: 72%	AP: 36%	AP: 100%
ME: 60%	ME: 45%	ME: 18%	ME: 100%
MS: 29%	MS: 18%	MS: 5%	MS: 100%
Scale Score: 1502	Scale Score: 1451	Scale Score: 1318	Scale Score: 1633
Raw Score: 29	Raw Score: 26	Raw Score: 17	Raw Score: 39
% crcrt: 56	% crcrt: 49	% crcrt: 33	% crcrt: 75

4th Grade Math (Current 5th Graders)

A **All Students**	E **Eco Dis**	S **Special Ed**	EB **EB**
#90	#44	#27	#1
NM: 38%	NM: 61%	NM: 63%	NM: 0%
AP: 62%	AP: 39%	AP: 37%	AP: 100%
ME: 44%	ME: 23%	ME: 22%	ME: 100%
MS: 21%	MS: 7%	MS: 4%	MS: 0%
Scale Score: 1543	Scale Score: 1462	Scale Score: 1450	Scale Score: 1557
Raw Score: 21	Raw Score: 17	Raw Score: 16	Raw Score: 24
% crcrt: 53	% crcrt: 42	% crcrt: 40	% crcrt: 60

4th Grade ELAR (Current 5th Graders)

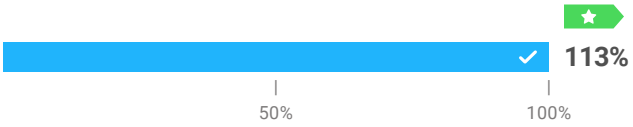
A **All Students**	E **Eco Dis**	S **Special Ed**	EB **EB**
#91	#45	#27	#1
NM: 22%	NM: 27%	NM: 44%	NM: 0%
AP: 78%	AP: 73%	AP: 56%	AP: 100%
ME: 53%	ME: 36%	ME: 11%	ME: 100%
MS: 30%	MS: 20%	MS: 0%	MS: 0%
Scale Score: 1555	Scale Score: 1508	Scale Score: 1419	Scale Score: 1629
Raw Score: 28	Raw Score: 25	Raw Score: 18	Raw Score: 35
% crcrt: 54	% crcrt: 48	% crcrt: 35	% crcrt: 67

Diagnostic Growth

School	L A Nelson Elementary School
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

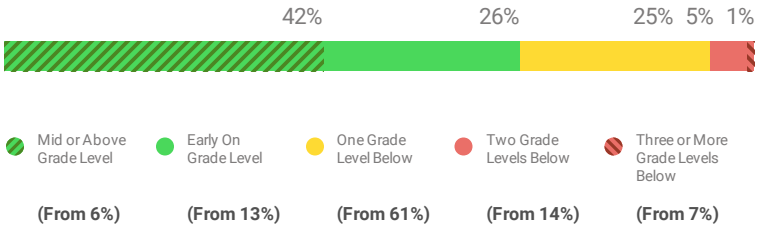
Students Assessed/Total: **475/481**

Progress to Annual Typical Growth (Median)



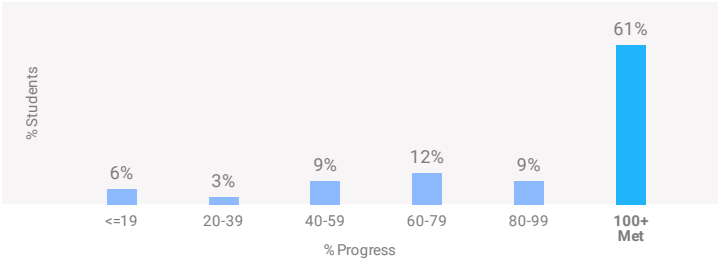
The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



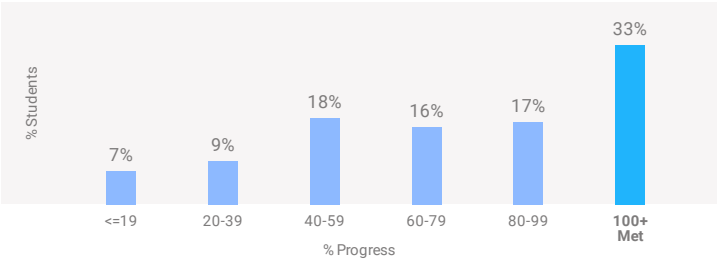
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	103%	58%	85%	34%	74%	73/75
Grade 1	97%	49%	76%	31%	64%	77/80
Grade 2	120%	63%	78%	30%	72%	76/76
Grade 3	114%	63%	80%	31%	81%	88/88
Grade 4	129%	66%	83%	39%	85%	87/88

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Diagnostic Growth

School	L A Nelson Elementary School
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	128%	68%	78%	30%	88%	74/74

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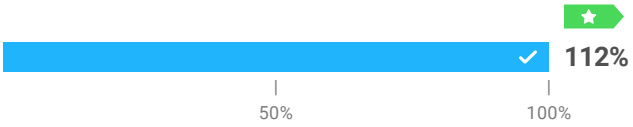
Diagnostic Growth

School	L A Nelson Elementary School
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

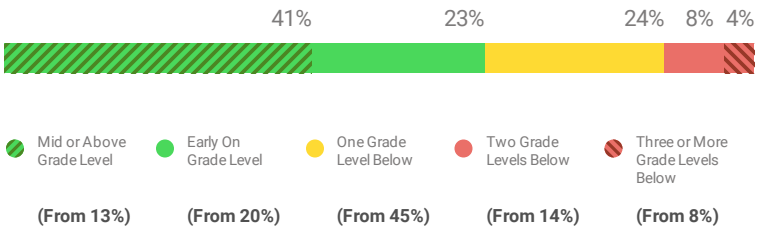
Students Assessed/Total: **473/481**

Progress to Annual Typical Growth (Median)



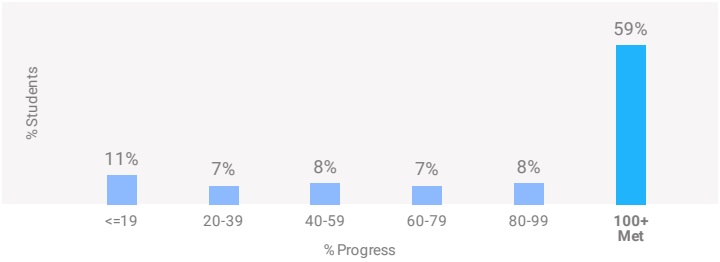
The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



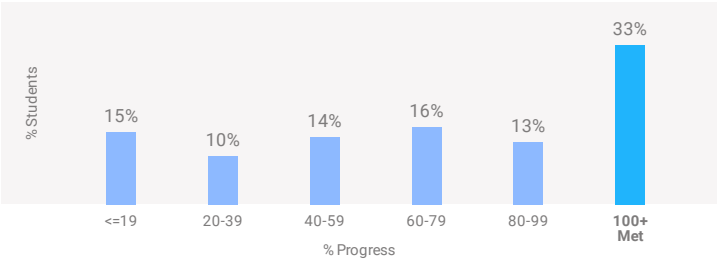
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	98%	49%	71%	21%	79%	72/75
Grade 1	92%	46%	69%	30%	58%	79/80
Grade 2	108%	53%	72%	27%	68%	75/76
Grade 3	153%	72%	85%	34%	74%	88/88
Grade 4	165%	73%	85%	48%	67%	86/88

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Diagnostic Growth

School	L A Nelson Elementary School
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	115%	58%	56%	34%	55%	73/74

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Denton Independent School District

Nette Shultz Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Shultz Elementary Mission Statement

Learning for Life

Aprendizaje por vida

Vision

Shultz Elementary Vision

Working together in a unified school community, we are committed to doing whatever it takes for all students to learn and achieve at high levels. We accept collective responsibility to help every child acquire the essential academic and nonacademic skills that will prepare them to lead impactful, successful, and fulfilling lives.

Trabajando juntos en una comunidad escolar unificada, estamos comprometidos a hacer lo que sea necesario para que todos los estudiantes aprendan y alcancen altos niveles. Aceptamos la responsabilidad colectiva de ayudar a cada niño a adquirir las habilidades esenciales académicas y no académicas que los prepararán para tener vidas impactantes, exitosas y valiosas.

Value Statement

Shultz Elementary Values

Our school is a unified family of caring and committed educators, parents, and community members working together for the success of every student. We are intentional in cultivating trustful, positive, respectful relationships with our students and families. The support and involvement of our parents and community are crucial to our success.

All students, staff, and families are important members of our school family. We embrace our school's diversity and seek ways for all children and families to feel welcomed, included, and valued at our school. Our community is stronger when students are empowered to celebrate and value their own culture and the cultures of others.

We collaborate in teams to set goals and analyze data to maximize student learning. We value continuous learning for all students and staff members, and we are innovative in our use of best practices to meet the individual learning needs of our children.

We maintain high standards and expectations for students, staff, and parents. As we believe that all children are capable of learning and achieving at high levels, we hold all students to high expectations for their learning, effort, quality of work, and behavior. As adults, we hold one another to high standards and model the positive character traits we seek to cultivate in our students.

We understand that creating a safe, challenging, and engaging learning environment at school is crucial to students reaching their full potential. We value teaching in ways that inspire curiosity, creativity, independence, and critical thinking in our children. We model vulnerability and excitement for learning that encourage students to ask questions and view mistakes as opportunities for growth.

We value meeting the needs of the whole child, including their academic, artistic, musical, physical, social, and emotional development. We provide students the tools they need to take ownership of their own learning and grow in their leadership skills.

We actively celebrate the effort, achievement, and growth of all members of our school community. We affirm students and one another for positive character and leadership behaviors, and we strive to support all people in our Mustang family.

Nuestra escuela es una familia unida que consiste de educadores, padres y miembros de la comunidad solidarios y comprometidos a trabajar juntos para el éxito de cada estudiante. Somos intencionales en cultivar relaciones de confianza, positividad y respeto con nuestros estudiantes y familias. El apoyo y la participación de nuestros padres y la comunidad son cruciales para nuestro éxito.

Todos los estudiantes, el personal y las familias son miembros importantes de nuestra familia escolar. Aceptamos la diversidad de nuestra escuela y buscamos formas para que todos los niños y las familias se sientan bienvenidos, incluidos y valorados en nuestra escuela. Nuestra comunidad es más fuerte cuando los estudiantes están empoderados para celebrar y valorar su propia cultura y las culturas de los demás.

Colaboramos en equipos para establecer objetivos y analizar datos para maximizar el aprendizaje de los estudiantes. Valoramos el aprendizaje continuo para todos los estudiantes y miembros del personal, y somos innovadores en nuestro uso de las mejores prácticas para satisfacer las necesidades de aprendizaje individuales de nuestros niños.

Mantenemos altos estándares y expectativas para los estudiantes, el personal y los padres. Como creemos que todos los niños son capaces de aprender y alcanzar altos niveles, mantenemos a todos los estudiantes con altas expectativas en cuanto a su aprendizaje, esfuerzo, calidad de trabajo y comportamiento. Como adultos, nos mantenemos unos a otros con altos estándares y modelamos los rasgos de carácter positivos que buscamos cultivar en nuestros estudiantes.

Entendemos que crear un ambiente de aprendizaje seguro, desafiante y atrayente en la escuela es crucial para que los estudiantes alcancen su máximo potencial. Valoramos la enseñanza de maneras que inspiren curiosidad, creatividad, independencia y pensamiento crítico en nuestros niños. Modelamos la vulnerabilidad y el entusiasmo por el aprendizaje que alientan a los estudiantes a hacer preguntas y ver los errores como oportunidades de crecimiento.

Valoramos satisfacer las necesidades del niño en su totalidad, incluyendo su desarrollo académico, artístico, musical, físico, social y emocional. Brindamos a los estudiantes las herramientas que necesitan para apropiarse de su propio aprendizaje y desarrollar sus habilidades de liderazgo.

Celebramos activamente el esfuerzo, el logro y el crecimiento de todos los miembros de nuestra comunidad escolar. Afirmamos a los estudiantes y unos a otros por comportamientos positivos de carácter y el liderazgo, y nos esforzamos por apoyar a todas las personas en nuestra familia Mesteño.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nette Shultz Elementary, formerly Woodrow Wilson Elementary, first opened its doors in 1960. In 2021, our school community transitioned to a new school building under our new school name. This is our 66th year serving the north Denton community. Shultz Elementary is a Title I school and proudly serves a diverse community of students, staff, and families.

Our campus continues to grow each school year and served 748 students at the end of the 2025-2026 school year, broken down by these grade levels.

- Early Education: 4 students
- Pre-K: 21 students
- Kindergarten: 128 students
- 1st Grade: 117 students
- 2nd Grade: 110 students
- 3rd Grade: 138 students
- 4th Grade: 111 students
- 5th Grade: 119 students

Percent of Active Students by Gender

- Female - 46.5%
- Male - 53.5%

Percent of Active Students by Federal Race/Ethnicity

- American Indian - Alaska Native - 0.1%
- Asian - 1.3%
- Black or African American - 9%
- Hispanic/Latino - 36.9%
- Two or More Races - 7.8%
- White - 44.9%

Student Programs

- Dyslexia - 7.1%
- Gifted and Talented - 10.3%
- Section 504 - 9.1%
- Special Education - 21.9%
- Emergent Bilingual - 16.6%
- English as a Second Language (ESL) - 2.1%

Approximately 44% of Shultz Elementary students are indicated at-risk, and approximately 47% of students meet economic disadvantage criteria through qualification for free or

reduced price meals at school.

The daily attendance rate for the 24-25 school year was around 95.5%.

The first two-way dual language program in Denton ISD was established at our school more than 15 years ago.

Demographics Strengths

Campus mentorship and family support programs help our students with diverse needs. These include breakfast at school, food and holiday assistance for students and families in need, high school mentors from Ryan High School, small group counseling, and school supply assistance.

Our school has an establish mentor program, where students are assigned a mentor from the staff or community to support them throughout the school year. In the 23-24 school year, 57 Shultz Elementary students were part of our mentor program.

Students have the opportunity to participate in extra-curricular programs at Shultz Elementary that engage them in academic and non-academic ways. During the school day, 4th and 5th grade students participate in weekly clubs, which include the Mustang All-Star Choir, PE Club, Art Club, Library Club, Service Club, and others. Outside of the school day, students have the opportunity to participate in after school clubs such as Ballet Folklorico, Chess Club, STEAM Club, Honor Choir, Natural Science Society, Cooking Club, Orchestra Club, Destination Imagination, and Crochet Club. Shultz Elementary participates in the Denton ISD GOAL program, with 4th and 5th graders practicing good sportsmanship and service to their communities.

Shultz Elementary students in 3rd, 4th, and 5th grade have the opportunity to practice leadership skills by serving in Safety Patrol before or after school.

Students are involved in leading daily morning announcements.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student behavior has improved at Shultz Elementary in recent school years, as evidenced by a steady decline in the number of discipline referrals. However, there is still room for improvement in the area of behavior management, particularly in our campus common areas. In the 23-24 school year, nearly half of all discipline referrals took place outside of instructional settings.
Root Cause: The staff and students of Shultz Elementary would benefit from having a new school behavior matrix and updated common area behavior expectations created collaboratively by our teachers and staff.

Problem Statement 2: Our newcomer students and their families require support beyond the academic support their children receive at school. Due to their circumstances, these families frequently need support connecting to resources in the community for medical care, housing, and/or food resources. Having their basic needs met helps our newcomer students be more successful at school.
Root Cause: In recent school years, our school has enrolled a larger number of students who are recent immigrants to our country. Our campus has formed a committee to coordinate

support for these families.

Student Learning

Student Learning Summary

Utilizing K-5 local progress monitoring data reported by teachers, our students made growth in several areas thanks to the hard work of our grade level teachers, interventionists, and special education specialists. In the charts below, scores for monolingual students learning in English is represented by "ML," while scores for emergent bilingual students learning in Spanish is represented by "Bil."

	Kinder Letter ID (ML)					
	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Sept 15	70	74%	16	17%	8	9%
Oct 27	84	91%	7	8%	1	1%
Dec 21	87	92%	8	8%	0	0%
Mar 8	91	94%	6	6%	0	0%
May 17	90	93%	5	5%	2	2%

	Kinder Letter ID (Bil)					
	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Sept 15	7	44%	3	19%	6	38%
Oct 27	6	43%	3	21%	5	36%
Dec 21	6	46%	4	31%	3	23%
Mar 8	7	54%	3	23%	3	23%
May 17	11	85%	0	0%	2	15%

	Kinder Letter Sounds (ML)					
	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Sept 15	52	55%	19	20%	23	24%
Oct 27	79	85%	12	13%	2	2%
Dec 21	88	93%	4	4%	3	3%
Mar 8	90	93%	6	6%	1	1%
May 17	89	92%	7	7%	1	1%

	Kinder Letter Sounds (Bil)					
	On Lev		Prog		At Risk	

Kinder Letter Sounds (Bil)

	#	%	#	%	#	%
Sept 15	5	31%	1	6%	10	63%
Oct 27	5	36%	3	21%	6	43%
Dec 21	8	62%	3	23%	2	15%
Mar 8	11	85%	0	0%	2	15%
May 17	11	85%	0	0%	2	15%

Kinder Sight Words (ML)

	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Oct 27	61	66%	18	20%	13	14%
Dec 21	67	72%	12	13%	14	15%
Mar 8	81	84%	7	7%	9	9%
May 17	83	86%	4	4%	9	9%

Kinder Sight Words (Bil)

	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Oct 27	5	36%	2	14%	7	50%
Dec 21	6	46%	1	8%	6	46%
Mar 8	6	46%	3	23%	4	31%
May 17	9	69%	2	15%	2	15%

NETTE SHULTZ ELEM

1-5 Reading Levels (Monolingual)

	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	196	43%	75	16%	67	15%	121	26%
Oct 27	225	49%	79	17%	56	12%	99	22%
Dec 21 (F&P)	210	46%	97	21%	47	10%	101	22%
Mar 8	163	35%	125	27%	69	15%	106	23%
May 17 (F&P)	197	43%	106	23%	53	11%	105	23%

NETTE SHULTZ ELEM

Reading Levels (Bilingual)

	NETTE SHULTZ ELEM							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	26	31%	14	17%	7	8%	36	42%
Oct 27	28	34%	16	19%	11	13%	28	34%
Dec 21 (F&P)	27	33%	15	18%	13	16%	28	34%
Mar 8	17	20%	27	31%	8	9%	34	40%
May 17 (F&P)	30	34%	19	22%	6	7%	32	37%
	1st Grade (ML)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	40	44%	12	13%	15	16%	24	27%
Oct 27	48	52%	15	16%	17	18%	12	13%
Dec 21 (F&P)	56	61%	19	21%	6	7%	11	12%
Mar 8	41	43%	31	33%	11	16%	12	13%
Apr 19	45	46%	27	28%	6	6%	19	20%
May 17 (F&P)	37	39%	28	29%	8	8%	22	23%
	1st Grade (Bil)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	7	41%	0	0%	3	18%	7	41%
Oct 27	7	41%	1	6%	4	24%	5	29%
Dec 21 (F&P)	6	35%	3	18%	4	24%	4	24%
Mar 8	6	29%	6	29%	2	10%	7	33%
Apr 19	5	24%	2	10%	7	33%	7	33%
May 17 (F&P)	4	19%	7	33%	3	14%	7	33%
	2nd Grade (ML)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	57	56%	9	9%	14	14%	22	22%
Oct 27	54	53%	13	13%	11	11%	24	24%
Dec 21 (F&P)	48	48%	21	21%	13	13%	18	18%
Mar 8	47	45%	26	25%	11	10%	21	20%

	2nd Grade (ML)							
Apr 19	36	34%	21	20%	23	22%	25	24%
May 17 (F&P)	41	40%	22	21%	16	16%	24	23%

	2nd Grade (Bil)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	4	29%	4	29%	1	7%	5	36%
Oct 27	3	21%	4	29%	2	14%	5	36%
Dec 21 (F&P)	3	20%	4	27%	3	20%	5	33%
Mar 8	3	20%	3	20%	2	13%	7	47%
Apr 19								
May 17 (F&P)	2	13%	6	4%	0		7	46%

	3rd Grade (ML)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	25	29%	19	22%	14	16%	28	33%
Nov 10	30	35%	24	28%	9	11%	22	26%
Dec 21 (F&P)	27	32%	22	26%	11	13%	24	29%
Mar 8	19	22%	19	22%	23	27%	24	28%
May 17 (F&P)	35	41%	15	17%	15	17%	21	24%

	3rd Grade (Bil)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	7	44%	3	19%	0	0%	6	38%
Nov 10	8	50%	2	13%	1	6%	5	31%
Dec 21 (F&P)	5	31%	5	31%	0	0%	6	38%
Mar 8	0	0%	10	63%	1	6%	5	31%
May 17 (F&P)	6	33%	5	28%	1	6%	6	33%

	4th Grade (ML)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	32	36%	16	18%	16	18%	24	28%

	4th Grade (ML)							
Nov 10	38	43%	18	20%	13	15%	19	22%
Dec 21 (F&P)	36	41%	16	18%	11	13%	25	28%
Mar 8	26	30%	27	31%	11	13%	23	26%
May 17 (F&P)	42	49%	20	23%	5	6%	19	22%

	4th Grade (Bil)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	3	18%	1	6%	2	12%	11	65%
Nov 10	4	24%	2	12%	3	18%	8	47%
Dec 21 (F&P)	3	18%	2	12%	3	18%	9	53%
Mar 8	3	18%	2	12%	1	6%	11	65%
May 17 (F&P)	7	41%	0	0%	1	6%	9	53%

	5th Grade (ML)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	42	46%	19	21%	8	9%	23	25%
Nov 10	55	60%	9	10%	6	7%	22	24%
Dec 21 (F&P)	43	47%	19	21%	6	7%	23	25%
Mar 8	30	33%	22	24%	13	14%	26	29%
May 17 (F&P)	42	46%	21	23%	9	10%	19	21%

	5th Grade (Bil)							
	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	5	26%	6	32%	1	5%	7	37%
Nov 10	6	32%	7	37%	1	5%	5	26%
Dec 21 (F&P)	10	56%	1	6%	3	17%	4	22%
Mar 8	5	29%	6	35%	2	12%	4	24%
May 17 (F&P)	11	69%	1	6%	1	6%	3	19%

Student Learning Strengths

The following strengths were identified in the area of student learning from the 23-24 school year:

- 93% of monolingual and 85% of bilingual kindergarten students ended the year on level for their letter identification.
- 93% of monolingual and 85% of bilingual kindergarten students ended the year on level for their letter sounds.
- 86% of monolingual and 69% of bilingual kindergarten students ended the year on level for their sight word knowledge.
- Two thirds of Shultz Elementary 1st-5th grade monolingual students were reading independently on or above grade level at the end of the school year.
- 56% of Shultz Elementary 1st-5th grade bilingual students were reading independently on or above grade level at the end of the school year.
- 68% of 1st grade monolingual students ended the year reading on or above grade level.
- 52% of 1st grade emergent bilingual students ended the year reading on or above grade level.
- 61% of 2nd grade monolingual students ended the year reading on or above grade level.
- 53% of 2nd grade emergent bilingual students ended the year reading on or above grade level.
- 58% of 3rd grade monolingual students ended the year reading on or above grade level.
- 61% of 3rd grade emergent bilingual students ended the year reading on or above grade level.
- 72% of 4th grade monolingual students ended the year reading on or above grade level.
- 41% of 4th grade emergent bilingual students ended the year reading on or above grade level.
- 69% of 5th grade monolingual students ended the year reading on or above grade level.
- 75% of 5th grade emergent bilingual students ended the year reading on or above grade level.

Spring 2024 STAAR Performance

- 84% of 3rd grade students scored at an approaches level or higher on the STAAR math assessment.
- 86% of 3rd grade students scored at an approaches level or higher on the STAAR language arts assessment.
- 86% of 4th grade students scored at an approaches level or higher on the STAAR math assessment.
- 87% of 4th grade students scored at an approaches level or higher on the STAAR language arts assessment.
- 84% of 5th grade students scored at an approaches level or higher on the STAAR math assessment.
- 81% of 5th grade students scored at an approaches level or higher on the STAAR language arts assessment.
- 63% of 5th grade students scored at an approaches level or higher on the STAAR science assessment.

At Shultz Elementary, we use a robust Multi-Tiered System of supports to identify the learning needs of every student in relation to our essential learning standards. All students not performing on grade level receive supplemental support either in the classroom or from specialists for math, reading, writing, and bilingual literacy. We review student progress and adjust instruction as needed based on data. To support student learning, teachers work collaboratively in professional learning teams throughout the school year. Time is provided for them to work together and serve small groups of students by using substitutes to cover their classrooms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While we ended the 23-24 school year with a significantly higher percentage of our emergent bilingual students reading on or above grade level compared to the end of the 22-23 school year, the reading performance of our emergent bilingual students remains significantly below the performance of our monolingual students. **Root Cause:** Increasingly over the past three school years, a larger number of our emergent bilingual students are newcomers with inconsistent learning experiences prior to enrolling at our school. There is a need to continue diversifying systematic MTSS practices are needed to support this population of students. Continue the successful intervention support

provided by bilingual teachers and specialists.

Problem Statement 2 (Prioritized): About 40% of students are leaving 2nd grade and entering the upper grades reading independently below grade level.
Root Cause: More systematic early intervention is needed to support the reading and literacy needs of our K-2nd grade students.

School Processes & Programs

School Processes & Programs Summary

In May 2024, the teachers and staff of Shultz collaborated to identify strengths and areas of growth in the four areas measured by our Comprehensive Needs Assessment (CNA). In the Processes and Programs category, staff reported that:

- Our school's MTSS and Students of Concern meeting dates matched the campus and district assessment calendars, with teachers having enough time to bring accurate and timely student data to meetings.
- With the time and support teachers have received through our campus behavior MTSS systems, we experienced fewer behavior problems because teachers and teams have been able to better plan together.
- Teachers have appreciated time to collaborate in professional learning teams (PLT's) to create and document plans of intervention, develop pacing guides together, and analyze essential grade level standards.
- Our PLT's would benefit from greater vertical alignment in instruction, assessment, and intervention practices.
- For campus professional development, our teachers and staff prefer to engage in more vertical planning, with less staff meeting presentations from sources outside our campus. Staff are interested in receiving practical strategies and techniques they can implement right away. Teachers appreciate the option to complete district trainings asynchronously on their own. Suggestions for possible professional development topics for the 24-25 school year include:
    - How to differentiate behavior management and instruction for neuro-divergent students
    - Behavior management
    - De-escalation of student behavior
    - Evidence-based intervention plans and progress monitoring documentation, and time for teachers to document intervention plans with guidance from campus MTSS core team members and their teacher colleagues
    - Jigsaw subjects for vertical alignment
    - Teachers identifying skills and talents they have that could be shared with others, so that staff will know who to go to for support in different areas of need
- If our campus does not have discretionary funds to provide substitute teacher coverage to teachers for MTSS Students of Concern meetings in the 24-25 school year, options could include:
    - Extended planning periods using specials for MTSS/Students of Concern meeting time
    - Meeting during planning periods over the course of a week, two teachers each day
    - Rotating subs between covering for several teachers during a school day

Our campus uses data gathered from a variety of resources such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources to determine student needs based on state standards. Teachers collaborate together during their professional learning team time where they discuss what do we expect our students to learn, how will we know they are learning, how will we respond when they don't learn, and how will we respond when they learn it? Every student who struggles in essential academic skills, behaviors, speech, and attendance is discussed in our MTSS Students of Concern meetings that are held periodically throughout the school year.

School Processes & Programs Strengths

Our teachers and staff perceptions illustrate that campus made great strides in our MTSS systems and processes during the 23-24 school year, providing greater clarify and timely support to teachers and students. These now established systems will continue into the 24-25 school year.

Our campus progress monitoring systems are now well-established and have been improved over the past three school years based on feedback from our teachers, specialists, and professional learning teams. There is strong alignment in a single campus-wide system between the skills we assess and progress monitor, how we identify students in need of

additional support, and cycles of supplemental and individualized interventions to support our students. These systems are also closely aligned with our district-level progress monitoring assessment systems.

Staff meetings that focused on Shultz Elementary staff receiving professional learning from their campus colleagues have been very well-received, and staff have requested more of this style of learning in the future.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While extensive progress has been made in our campus-level MTSS and intervention systems, more support is needed for teachers and teams to create individualized plans of intervention and consistently document interventions that are provided.
Root Cause: The collaboration and documentation necessary for these systems take a great deal of time for our teachers. More time needs to be systematically provided for these tasks in the future.

Perceptions

Perceptions Summary

Perceptions were garnered from Shultz Elementary stakeholders in a variety of ways. Seventy of our staff members shared their feedback on the Denton ISD Employee Engagement Survey in November 2023. These survey results were analyzed in conjunction with our 23-24 Campus Improvement Plan (CIP) guiding outcome with the goal of showing improvement on two specific engagement survey items: (1) In the last seven days, I have received recognition or praise for doing good work, and (2) At work, my opinions seem to count. The Shultz Elementary Campus Leadership Team (CLT) made the decision to conduct a Gallup Pulse Survey in February 2024 to gain additional feedback from the staff on these two items.

Engagement Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents	Engagement Inde
4.02	Change From Last Mean: 0.09 3.97 | 3.93 | 4.02	54	70	Engaged: **49%** Not E Actively Disengag

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Compa Overall Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	69	3.84	4.01	-0.17	51	3.94
Q01: I know what is expected of me at work.	70	4.26	4.31	-0.05	38	4.45
Q02: I have the materials and equipment I need to do my work right.	70	4.00	4.15	-0.15	51	4.07
Q03: At work, I have the opportunity to do what I do best every day.	70	3.91	4.09	-0.18	38	4.22
Q04: In the last seven days, I have received recognition or praise for doing good work.	69	3.58	3.37	↑ +0.21	50	3.58
Q05: My supervisor, or someone at work, seems to care about me as a person.	69	4.30	4.19	0.11	51	4.35
Q06: There is someone at work who encourages my development.	69	4.00	3.88	0.12	49	4.12
Q07: At work, my opinions seem to count.	69	3.57	3.50	0.07	39	3.82
Q08: The mission or purpose of my organization makes me feel my job is important.	70	4.00	4.01	-0.01	44	4.15
Q09: My associates or fellow employees are committed to doing quality work.	70	4.20	4.15	0.05	50	4.18
Q10: I have a best friend at work.	68	4.25	3.85	↑ +0.40	89	3.81
Q11: In the last six months, someone at work has talked to me about my progress.	69	4.09	3.61	↑ +0.48	63	3.77
Q12: This last year, I have had opportunities at work to learn and grow.	69	4.13	4.01	0.12	52	4.18

Shultz Elementary Gallup Pulse Survey - February 2024

Q04. In the last seven days, I have received recognition or praise for doing good w

Employee Engagement Survey			Pulse Survey
Oct. 2021	Oct. 2022	Oct. 2023	Feb. 2024
3.3	3.37	3.58	3.65

Q07. At work, my opinions seem to count.

Employee Engagement Survey			Pulse Survey
Oct. 2021	Oct. 2022	Oct. 2023	Feb. 2024
3.67	3.5	3.57	3.71

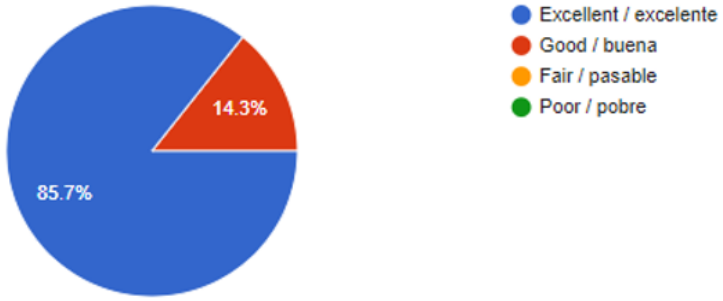
A campus Family Involvement Survey was shared with Shultz Elementary parents in May 2024. On this survey, parents largely reported that they receive timely and helpful feedback from their child's teacher and that teachers share ways that families can support student learning at home. These are comments some families shared on the survey:

- "Our teacher was great at weekly emails and always let us know when our student had an issue and helped us partner to help remedy the issue."
- "My child's teacher sends updates via Remind and their website with the content they are working on. Having one way to communicate with families school-wide makes it easier for those who have multiple children/teachers to keep up with what's going on."
- "I appreciate the communication from my child's teacher letting me know and giving me resources to help my child in specific areas he was struggling."

Also on the survey, 14% of families rated the overall quality of Nette Shultz Elementary as good, and 86% rated the overall quality as excellent. When asked how they believe our school should measure its success, these were some of the responses.

- "The character of a child and the tools and information used to make them a better person."
- "The health and happiness of the staff and students. Whether students are meeting their potential, which looks different for every student."
- "By the number of children who feel like they have the support they need, even if they are not 'on level' with their peers. And by the number of kids who feel safe and excited to come to school."

How would you rate the overall quality of Nette Shultz Elementary School? / *¿Cómo calificaría la calidad general de la Escuela Primaria Nette Shultz?*



In May 2024, the teachers and staff of Shultz collaborated to identify strengths and areas of growth in the four areas measured by our Comprehensive Needs Assessment (CNA). In the Processes and Programs category, staff reported that:

- Our school's MTSS and Students of Concern meeting dates matched the campus and district assessment calendars, with teachers having enough time to bring accurate and timely student data to meetings.
- With the time and support teachers have received through our campus behavior MTSS systems, we experienced fewer behavior problems because teachers and teams have been able to better plan together.
- Teachers have appreciated time to collaborate in professional learning teams (PLT's) to create and document plans of intervention, develop pacing guides together, and analyze essential grade level standards.
- Our PLT's would benefit from greater vertical alignment in instruction, assessment, and intervention practices.
- For campus professional development, our teachers and staff prefer to engage in more vertical planning, with less staff meeting presentations from sources outside our campus. Staff are interested in receiving practical strategies and techniques they can implement right away. Teachers appreciate the option to complete district trainings asynchronously on their own. Suggestions for possible professional development topics for the 24-25 school year include:
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    - Evidence-based intervention plans and progress monitoring documentation, and time for teachers to document intervention plans with guidance from campus MTSS core team members and their teacher colleagues
    - Jigsaw subjects for vertical alignment
    - Teachers identifying skills and talents they have that could be shared with others, so that staff will know who to go to for support in different areas of need
- If our campus does not have discretionary funds to provide substitute teacher coverage to teachers for MTSS Students of Concern meetings in the 24-25 school year, options could include:
    - Extended planning periods using specials for MTSS/Students of Concern meeting time

- Meeting during planning periods over the course of a week, two teachers each day
- Rotating subs between covering for several teachers during a school day

Perceptions Strengths

Our campus made significant progress in the 23-24 school year on two items of the Employment Engagement Survey. Due to the efforts of our staff, we grew from an average rating of 3.58 in the fall of 2023 to a rating of 3.65 on the item, "In the last seven days, I have received recognition or praise for doing good work." In the same time period, we grew from a rating of 3.57 to a rating of 3.71 on the item, "At work, my opinions seem to count."

Staff members share that we have many great ways to affirm one another, including newsletter shout-outs, shout-out duplicate sheets, and social media shout-outs.

The teachers and staff of Shultz Elementary have strong connections to our families and the community, and we are proud of our high levels of family engagement and involvement. We depend on parent volunteers throughout the school year for field trips, classroom coverage, support with special events, and in many other ways in different areas of the school. Parents are invited to join us on campus for grade level events, awards assemblies, and student performances. We hold evening events throughout the year to engage our students and families, including Grandparents Night, dual language events, parent information nights, Family STEAM Night, Fine Arts Night, Ballet Folklorico performances, and many more. Our fine arts student groups perform at many community events, including the Day of the Dead Festival, Arts and Jazz Festival, and Holiday Lighting. Community volunteers and partners help support student learning, assisting our teachers, and mentoring students. Our PTA is highly engaged in the life of our school, providing parent volunteer opportunities and meaningful events for our students. Examples include Mustang Breakout Day, Fall Carnival, Book Fair, and Family Dance. The teacher-parent relationship is at the core of our communication systems. Parents receive weekly newsletters from teachers and monthly newsletters from the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Time is needed for MTSS Students of Concern meetings throughout the school year, so that professional learning teams can meet, discuss individual student needs, and collaboratively develop plans of intervention and support.
Root Cause: With the potential reduction of campus discretionary title one funds in the 24-25 school year, our teachers and MTSS teams may need to develop new systems for scheduling Students of Concern meetings in the future.

Problem Statement 2: Our teachers and staff request more professional development provided by Shultz Elementary teachers and specialists.
Root Cause: There are many great practices being utilized by teachers and staff throughout our school that their colleagues would benefit from.

Priority Problem Statements

Problem Statement 1: While we ended the 23-24 school year with a significantly higher percentage of our emergent bilingual students reading on or above grade level compared to the end of the 22-23 school year, the reading performance of our emergent bilingual students remains significantly below the performance of our monolingual students.

Root Cause 1: Increasingly over the past three school years, a larger number of our emergent bilingual students are newcomers with inconsistent learning experiences prior to enrolling at our school. There is a need to continue diversifying systematic MTSS practices are needed to support this population of students. Continue the successful intervention support provided by bilingual teachers and specialists.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: About 40% of students are leaving 2nd grade and entering the upper grades reading independently below grade level.

Root Cause 2: More systematic early intervention is needed to support the reading and literacy needs of our K-2nd grade students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While extensive progress has been made in our campus-level MTSS and intervention systems, more support is needed for teachers and teams to create individualized plans of intervention and consistently document interventions that are provided.

Root Cause 3: The collaboration and documentation necessary for these systems take a great deal of time for our teachers. More time needs to be systematically provided for these tasks in the future.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Time is needed for MTSS Students of Concern meetings throughout the school year, so that professional learning teams can meet, discuss individual student needs, and collaboratively develop plans of intervention and support.

Root Cause 4: With the potential reduction of campus discretionary title one funds in the 24-25 school year, our teachers and MTSS teams may need to develop new systems for scheduling Students of Concern meetings in the future.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student behavior has improved at Shultz Elementary in recent school years, as evidenced by a steady decline in the number of discipline referrals. However, there is still room for improvement in the area of behavior management, particularly in our campus common areas. In the 23-24 school year, nearly half of all discipline referrals took place outside of instructional settings.

Root Cause 5: The staff and students of Shultz Elementary would benefit from having a new school behavior matrix and updated common area behavior expectations created collaboratively by our teachers and staff.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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

- STAAR current and longitudinal results, including all versions
- 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
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Through the implementation of multi-tiered systems of support by Professional Learning Teams, Shultz Elementary students will make at least one year's worth of growth in essential reading and math fluency skills from September 2025 to May 2026. All grade levels will experience at least a 5% growth in the percentage of students performing on grade level for identified essential reading and math skills during this time period.

Evaluation Data Sources: Campus K-5th progress monitoring systems tracking the following essential skills. For students participating in two-way dual language programs, our goal is for students to make at least a year's worth of reading growth in either English or Spanish, whichever is their language of higher performance.

Kindergarten:
Knowledge of letters and sounds, sight words, and CVC words
Independent reading levels
Forward and background counting skills

First Grade:
Independent reading levels
Backward counting skills, addition/subtraction fact fluency, and part/whole relationships

Second Grade:
Independent reading levels
Addition/subtraction fact fluency
Addition, and subtraction calculation skills

Third Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Fourth Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Fifth Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Professional Learning Teams comprised of grade level teachers, interventionists, and special education teachers will collaborate throughout the school year to identify essential language arts and math learning outcomes, measure student learning using common formative assessments, analyze the results of these assessments, and implement coordinated plans of intervention and enrichment plans to meet our students' learning needs. Intervention will be provided to students from grade level teachers, interventionists, and special education teachers throughout the year as appropriate. **Strategy's Expected Result/Impact:** Learning growth on essential language arts and math targets for all students, increasing the percentage of students performing on grade level on these standards over the course of the school year. **Staff Responsible for Monitoring:** PK-5 grade level teachers, campus interventionists and specialists, special education teachers, guiding coalition/CLT, and campus administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Salary for Campus Math Interventionist - Title I, Part A - $77,201, Salary for Campus Reading Interventionist - Title I, Part A - $39,218, Salary for Campus Reading Interventionist - Title I, Part A - 2556 - $39,218				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Aligned with district progress monitoring systems, campus progress monitoring systems will be utilized throughout the year in PK-5th grade to track student progress on essential reading/literacy and math skills. Teachers and specialists will collaborate in professional learning teams regularly throughout the year and in formal MTSS Students of Concern meetings three times a year following progress monitoring reporting periods. Student of Concern meetings will take place during grade level teacher planning periods. **Strategy's Expected Result/Impact:** Student intervention plans of support will be collaboratively developed by teachers and professional learning teams in Students of Concern meetings, and teachers and interventionists will be equipped to provide systematic and timely intervention following these meetings. **Staff Responsible for Monitoring:** Teachers, interventionists, campus guiding coalition, professional learning teams, campus MTSS core leadership team, and campus administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Professional learning will be provided to teachers in the area of small group intervention, and teachers will receive feedback through class walk-throughs and T-TESS observations relating to small group intervention. Support will be provided throughout the school year to teachers in documenting intervention plans from campus administration, professional learning team colleagues, and campus MTSS core team members. **Strategy's Expected Result/Impact:** Teachers and interventionists will learn from one another to continue to grow small group intervention practices across the school, and teachers will have additional time to plan high-quality intervention for all students in need of additional support. **Staff Responsible for Monitoring:** Grade level teachers, campus MTSS core team, professional learning teams, and campus administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Over the school year, twenty days of supplemental early intervention academic support will be provided to our kindergarten students by kindergarten teachers and a retired kindergarten educator, focusing on letter identification, letter sounds, letter formation, and writing skills using CVC words. **Strategy's Expected Result/Impact:** Identified kindergarten students in need of support will make significant progress on their literacy component acquisition over the course of the school year. **Staff Responsible for Monitoring:** Kindergarten teachers, campus guiding coalition, campus MTSS core team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Twenty full sub days funded through discretionary Title I funds - Title I, Part A - $3,480				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Professional learning teams, comprised of grade level teachers and specialists who support their students, will be provided coverage by substitutes to engage in PLC work to benefit their students. Each K-5 grade level team will receive one half day of coverage to utilize based on the needs of their students. **Strategy's Expected Result/Impact:** Teachers and PLT's will have additional time to analyze data related to essential learning standards and collaboratively develop plans of intervention and enrichment. **Staff Responsible for Monitoring:** Grade level teachers, specialists, professional learning teams, campus administration **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitute teacher coverage for grade level teachers to meet and collaborate through PLC work - Title I, Part A - $3,145				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Provide substitute coverage for K-5 grade level teachers for completing beginning and middle of year district assessments for their students. **Strategy's Expected Result/Impact:** Teachers will be able to complete district beginning and middle of year assessments more quickly, which will take less time away from instruction and will allow PLT's to provide timely intervention to students sooner using current data. **Staff Responsible for Monitoring:** K-5 grade level teachers and professional learning teams, campus administration, campus substitute coordinator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Substitute coverage through Title I campus discretionary funding - Title I, Part A - $9,265				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: As measured on the spring 2026 TELPAS assessment, at least 46% of Nette Shultz Elementary emergent bilingual (EB) students will demonstrate growth in two or more of the four language proficiency domains (listening, speaking, reading, and writing).

Evaluation Data Sources: -Review of TELPAS growth data to determine percentage of EB students meeting the growth measure.
-Comparison of beginning-, middle-, and end-of-year progress monitoring data in language arts.
-Teacher and student feedback on the effectiveness of language supports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will utilize language and content objectives that are posted and clearly defined, and ensure that students demonstrate a clear understanding of objectives and engage in thoughtful reflection. This includes integrating essential academic vocabulary and sentence stems in all core content lessons to support biliteracy. **Strategy's Expected Result/Impact:** Students will be aware of their work towards the goal of biliteracy by working on targeted language domains across all content areas. **Staff Responsible for Monitoring:** Dual Language classroom teachers, Dual Language Interventionist (Nancy Rana) and the administrators. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: We will provide targeted support for our emergent bilingual students in their English language proficiency by leveraging the support of our bilingual and retired educators serving on our MVP (Mustang Volunteer Program) and the targeted support from our Dual Language interventionist. **Strategy's Expected Result/Impact:** Students will grow in their listening and speaking through the opportunities for practice provided by the volunteers and the targeted intervention from our DL interventionist. **Staff Responsible for Monitoring:** Dual Language interventionist, MVP liaisons, administrators. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: At least 80% of Shultz Elementary 4th and 5th grade students will grow at least one year academically as measured by STAAR math results in spring 2026. At least 50% of Shultz Elementary 4th and 5th grade students who performed at the Did Not Meet Grade Level standard in the prior school year will perform at the Approaches Grade Level standard of higher on the STAAR math assessment in spring 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: 4th and 5th grade Professional Learning Teams will collaborate throughout the school year to analyze student STAAR and campus math assessment data to plan supplemental and individual student intervention through school MTSS systems. Identified students will receive supplemental math support in essential areas. **Strategy's Expected Result/Impact:** Students who performed below the Meets Grade Level standard on the 2025 math STAAR assessment will grow at least one performance level on the 2026 assessment. **Staff Responsible for Monitoring:** 4th and 5th grade level teachers, campus math specialist, special education teachers, campus administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: The Shultz Elementary Campus Leadership Team, in collaboration with parents and teachers, will create a new school volunteer program to provide ongoing academic support to students in all grade levels. MVP (Mustang Volunteer Program) parents, retired educators, and community members will provide at least 400 hours of combined support to students by May 2026.

Evaluation Data Sources: MVP volunteer schedules and documented volunteer hours

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Shultz Elementary Campus Leadership Team will collaborate to establish the framework for the MVP program, including recruitment and training of volunteers, identification of academic skill focuses and students to receive support, scheduling, and success criteria. **Strategy's Expected Result/Impact:** The establishment of a permanent volunteer program at Shultz Elementary that will enable current and future students with learning gaps to receive additional support in their learning **Staff Responsible for Monitoring:** Campus administration, Campus Leadership Team members, school academic specialists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Mandatory training will be provided to MVP volunteers before they begin working with children, and all volunteers will be processed through the district volunteer application, which includes a background check. This training will be led by the MVP lead teacher and parent, as well as the campus principal. Following the training, volunteers will be placed with grade levels based on their availability and strengths. **Strategy's Expected Result/Impact:** MVP volunteers will be well-informed and prepared to begin supporting students in alignment with campus expectations. **Staff Responsible for Monitoring:** MVP lead teacher, MVP lead parent, campus administration, campus academic specialists **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: K-5 grade level teachers will work directly with MVP volunteers to develop their schedules, provide training on academic skills to support, and assign students they will work with. Teachers will work closely with MVP volunteers throughout the school year. **Strategy's Expected Result/Impact:** The MVP volunteer program will become well-established with processes familiar to staff, students, and volunteers. **Staff Responsible for Monitoring:** K-5 grade level teachers, MVP lead teacher, MVP lead parent, campus administration, campus academic specialists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2026, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Host at least one family engagement event per quarter (academic nights, community resource fairs, cultural celebrations) that connects families with student learning and community partnerships. **Strategy's Expected Result/Impact:** Increase parent engagement **Staff Responsible for Monitoring:** Principal **Funding Sources:** Supplies & Snacks - Title I, Part A - $2,537				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Nette Shultz Elementary

Total SCE Funds: $76,554.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Our SCE funds are used to pay 0.5 of the salary of our campus math interventionist and 0.5 of the salary of our campus reading interventionist.

Personnel for Nette Shultz Elementary

Name	Position	FTE
Mary (Lindsey) Faucett	Reading Interventionist 3-5	0.5
Molly Taylor	Math Interventionist 3-5	0.5

Title I Personnel

Name	Position	Program	FTE
Mary (Lindsey) Faucett	Reading Interventionist 3-5		0.5
Molly Taylor	Math Interventionist 3-5		0.5

Shultz Elementary Campus Leadership Team

Committee Role	Name	Position
Campus Administrator	Matt Preston	Principal
Campus Administrator	Emily Galindo	Assistant Principal
Teacher	Katy Smith	Kindergarten Monolingual Teacher
Teacher	Aracely Ocegueda	Kindergarten Dual Language Teacher
Teacher	Kim Schenck	1st Grade Dual Language Teacher
Teacher	Jena Rollins	1st Grade Monolingual Teacher
Teacher	Melanie McGary	2nd Grade Monolingual Teacher
EIC Representative	Amber Baca	3rd Grade Monolingual Teacher
Teacher	Lynette Walker	3rd Grade Dual Language Teacher
Teacher	Kate McPherson	4th Grade Monolingual Teacher
Teacher (Special Education)	Katie Chapman	Special Education Teacher
Non-Classroom Professional	Molly Taylor	Math Specialist
Paraprofessional	Crystal Wilcox	Campus Secretary
Paraprofessional	Tammi Paul	Special Education Inclusion Aide
District-Level Professional	Kelley McGee	Denton ISD Assistant Fine Arts Director
Parent	Lucas Holl	Parent
Parent	Donna Caruthers	Parent
Parent	Lily Sloan	Parent
Parent	Brian Bianco	Parent
Community Representative	Clint Crawford	Community Representative
Business Representative	Luis Tovar	DIME Store

Campus Funding Summary

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Salary for Campus Reading Interventionist		$39,218.00
1	1	1	Salary for Campus Math Interventionist		$77,201.00
1	1	1	Salary for Campus Reading Interventionist	2556	$39,218.00
1	1	4	Twenty full sub days funded through discretionary Title I funds		$3,480.00
1	1	5	Substitute teacher coverage for grade level teachers to meet and collaborate through PLC work		$3,145.00
1	1	6	Substitute coverage through Title I campus discretionary funding		$9,265.00
3	2	1	Supplies & Snacks		$2,537.00
				Sub-Total	$174,064.00

Denton Independent School District

Newton Rayzor

2025-2026 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Newton Rayzor Mission:

We will empower all learners to be self-motivated, internationally minded participants in a global society.

IB Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

Value Statement

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

As we studied:

- growth data
- student performance
- student engagement

Our campus needs assessment showed:

- Need for continued work in consistent data meetings. We will focus on stretch growth in IReady each month.
- Focus on strong interventions the first semester instead of playing catch up the second semester.
- Need for vertical teams beyond IB
- Continued focus with IB to maintain engagement levels.

Demographics

Demographics Summary

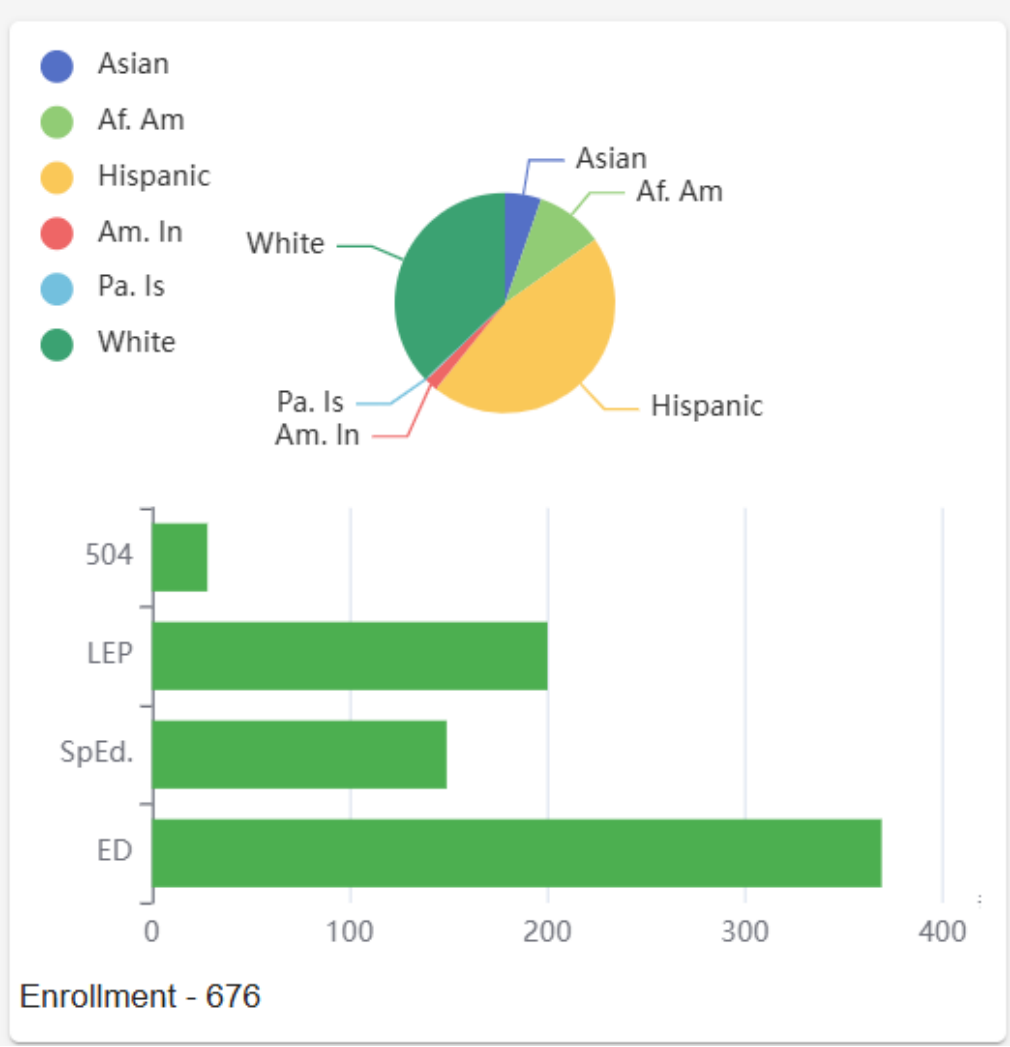
Newton Rayzor Elementary
2024-2025 Data

Total Student Enrollment: 676

Free and Reduced Lunch: 370

Title: 54.73

Newton Rayzor is an IB World School with 1/3 of its population made up of transfer students. It has a new building built around the concepts of inquiry and collaboration. It is an established community school since 1960 with strong community and family ties. Newton Rayzor is made up of a diverse population with students from all incomes and family situations. We are close in proximity to the University of North Texas and often have opportunities to collaborate with students and professors.


Asian
Af. Am
Hispanic
Am. In
Pa. Is
White
Asian
Af. Am
White
Hispanic
Pa. Is
Am. In
504
LEP
SpEd.
ED
0
100
200
300
400
Enrollment - 676

Demographics Strengths

- Diversity of ethnicity, language, economics, and family backgrounds
- Regional School for the Deaf and Hard of Hearing from PK-5th grade
- Supports in place to support economically disadvantaged families

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have an increase in the diversity of our demographics. This creates the need for a broader individualized focus and targeted monitoring system.
Root Cause: Changing demographics in our zone and transfer students. A failure to recognize the changes in a way that ensures the success of each student.

Student Learning

Student Learning Summary

NRE Data 2024-2025

2024 - 2025 STAAR Data

STAAR Math:
Goal: Increase 3rd, 4th and 5th Grade by 5%

Grade Level	3rd Grade	4th Grade	5th Grade
Goal	68%	67%	74%
Results	67%	59%	63%
Difference	• 1%	• 8%	• 11%

STAAR Reading:
Goal: Increase 4th and 5th Grades by 5%

Grade Level	3rd Grade	4th Grade	5th Grade
Goal	76%	83%	78%
Results	82%	79%	77%
Difference	• 6%	• 4%	• 1%

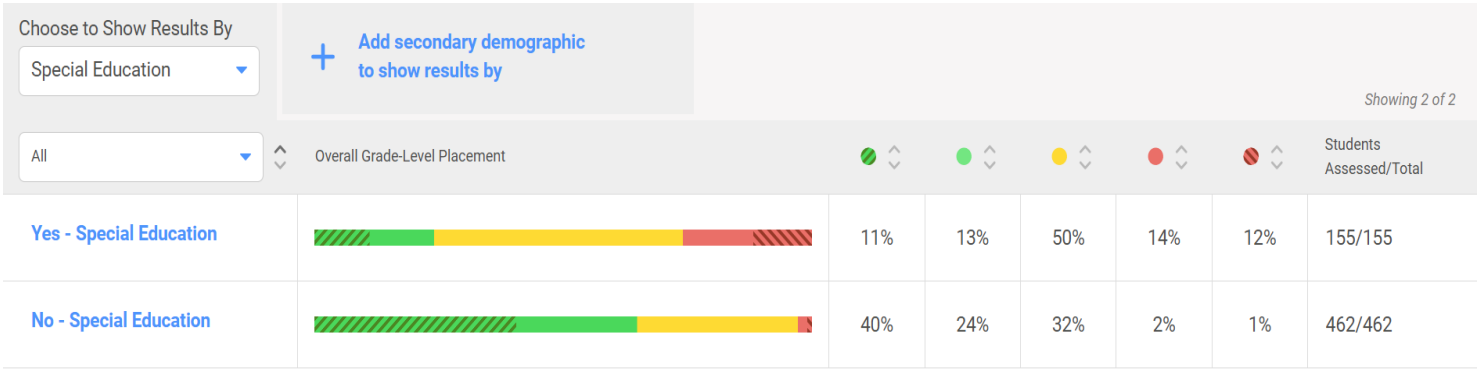
STAAR Science:
Goal: Increase by 5%

Grade Level	5th Grade
Goal	53%
Results	60%
Difference	+ 7%

2024 - 2025 IReady Data

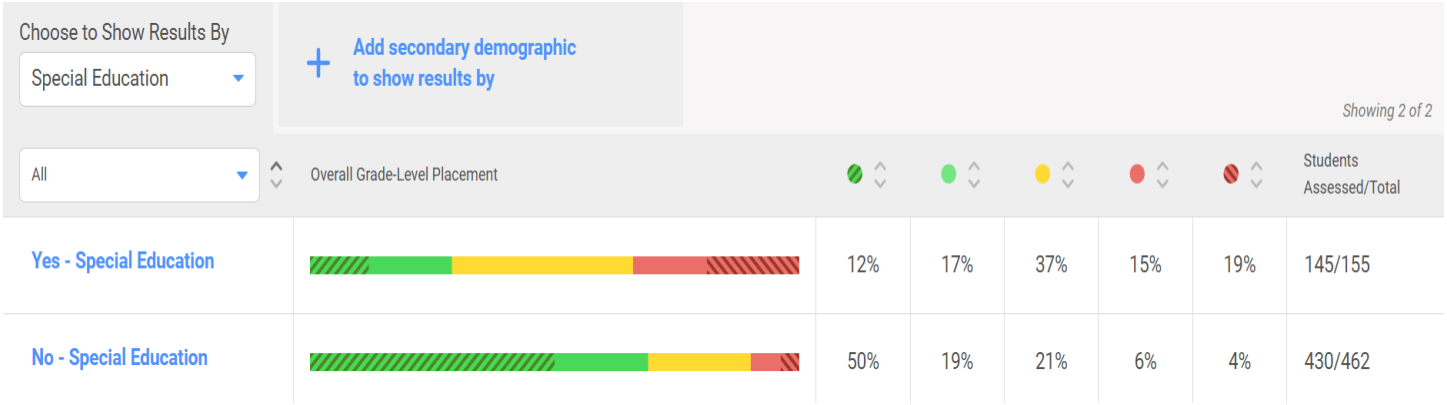
2024-2025 Math IReady Data for Special Education

2025-2026 Goal: Increase on or above grade level in Special Education from 24% to 34%



2024-2025 Reading IReady Data for Special Education

2025-2026 Goal: Increase on or above grade level in Special Education from 29% to 39%



Choose to Show Results By: Special Education

Add secondary demographic to show results by

Showing 2 of 2

All	Overall Grade-Level Placement						Students Assessed/Total
Yes - Special Education		12%	17%	37%	15%	19%	145/155
No - Special Education		50%	19%	21%	6%	4%	430/462

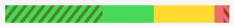
2024-2025 Reading IReady Data for Hispanic and Economically Disadvantaged

2025-2026 Goal: Increase on or above grade level with Hispanic Economically Disadvantaged Students from 27% on or above grade level to 37%

All	All	Overall Grade-Level Placement						Students Assessed/Total
Yes - Hispanic or Latino	Overall		21%	19%	33%	14%	13%	212/254
	Yes - Economically Disadvantaged		12%	15%	40%	17%	15%	155/190
	No - Economically Disadvantaged		46%	30%	14%	5%	5%	57/64
No - Hispanic or Latino	Overall		52%	18%	21%	5%	4%	363/363
	Yes - Economically Disadvantaged		27%	22%	31%	12%	9%	139/139
	No - Economically Disadvantaged		67%	16%	15%	1%	2%	224/224

2024-2025 Math IReady Data for Hispanic and Economically Disadvantaged

2025-2026 Goal: Increase on or above grade level with Hispanic Economically Disadvantaged Students from 30% on or above grade level to 40%

All	All	Overall Grade-Level Placement						Students Assessed/Total
Yes - Hispanic or Latino	Overall		18%	20%	50%	7%	5%	254/254
	Yes - Economically Disadvantaged		12%	18%	55%	9%	5%	190/190
	No - Economically Disadvantaged		34%	25%	36%	0%	5%	64/64
No - Hispanic or Latino	Overall		43%	23%	27%	4%	3%	363/363
	Yes - Economically Disadvantaged		17%	27%	43%	9%	4%	139/139
	No - Economically Disadvantaged		58%	20%	17%	1%	3%	224/224

2024 - 2025 TELPAS Results

Based on our 2024-2025 TELPAS scores, we are going to have each student focus on the domain that they are closest to passing. They will create goals for this domain. While the learning will include all four domains, their specific intervention work will be focused on their individualized plan and goals.

Student Learning Strengths

Students learn through inquiry and action. This creates a collaborative environment where students take ownership of the space and their learning. Their curiosity is nurtured and encouraged.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in Special Education are showing minimal growth compared to their peers.
Root Cause: There was a lack of an intentional and targeted tracking system focused specifically in this group.

School Processes & Programs

School Processes & Programs Summary

Instructional:

*Calendar set for PLC and IBC time for each team to allow teachers to collaborate, identify essentials, create common assessments and build intervention and acceleration groups

*Team planning every week ensures a guaranteed and viable curriculum

*Paid summer planning for IB Curriculum writing

*Faculty meetings designed around PD led by the Guiding Coalition.

*Campus focus on Math and stretch goals. PLC work with Professional Development and Coaching to support Tier 1, 2 and 3 instruction

Personnel:

*Denton ISD Mentorship program implemented for new to the campus and first-year teachers.

*Campus coaching/instructional support offered and available to all staff members by our campus instructional coach, our district coach and our IB coordinator

*Culture that encourages positive and constructive feedback.

Organizational

*Leadership opportunities with a model that allows for all team members to serve as team leader for a two year period.

*Shared roles; teams take turns during PLCs/IBCs meetings to alternate through the different roles.

*Decision Makers meetings to include, staff, leadership team, community members, and students in the decision making process.

IB Program of Inquiry

School Processes & Programs Strengths

Our campus focuses on collaborative planning, curriculum writing for IB, student goals setting and reflection, Tiered Intervention and Extension, Data Reflection and supporting each other through the Learner Profile Attributes.

Newton Rayzor is an International Baccalaureate School.

One third of our population is made up of transfer students.

We have a Program of Inquiry. This is a framework for the curriculum that outlines the major concepts and themes students will explore.

Program of Inquiry
Newton Rayzor Elementary
Denton ISD
2025-2026

	Who We Are An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	**Where We Are in Place and Time** An inquiry into histories and orientation in place, space and time through: • periods, events and artifacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	**How We Express Ourselves** An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses	**How the World Works** An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts	**How We Organize Ourselves** An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making	**Sharing the Planet** An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom .
PreK	**CI:** Relationships can build a sense of belonging. **Key Concepts:** form, connection, perspective **Related Concepts:** Interaction; tools; Interconnectedness **Lines of Inquiry:** • Individual and group characteristics • Similarities and differences between groups • Children experience the world in different ways 1		**CI**: People express themselves for different reasons. **Key Concepts**: function, perspective, connection **Related Concepts:** cause/ effect, perception, communication **Lines of Inquiry:** • Ways people express ideas and feelings • Situations that influence feelings • Reasons people come up with ideas 2	**CI:** Living things have their place in the natural world. **Key Concepts:** causation, form, function **Related Concepts:** interactions, cycles, growth **Lines of Inquiry:** • The properties of organisms • What organisms need to survive • How organisms impact the natural world 4		**CI:** Everyone benefits from sharing. **Key Concepts:** causation, perspective, responsibility **Related Concepts:** conflict/cooperation, interaction, conservation, cause/effect **Lines of Inquiry:** • Objects, ideas, and resources we share • Ways in which we share • Reasons why we share 3

	Who We Are An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	Where We Are in Place and Time An inquiry into histories and orientation in place, space and time through: • periods, events and artifacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses	How the World Works An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts	How We Organize Ourselves An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making	Sharing the Planet An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom .
K	**CI**: Members of a group are connected **Key Concepts:** responsibility, perspective, reflection **Related Concepts:** relationships, culture **Lines of Inquiry:** • The purpose of groups -(groups, sets, families, communities) function • Similarities and differences between groups-perspective • Responsibility in maintaining relationships		**CI:** Learning about ourselves helps us accept others. **Key Concepts:** form, connection **Related Concepts:** cause/ effect; perception; communication **Lines of Inquiry:** • Similarities and differences in people • Stories shape our lives • Places are part of our lives	**CI:** Change is everywhere **Key Concepts:** causation, form, change **Related Concepts:** cause effect; needs; classification; living & non-living **Lines of Inquiry:** • Examples of changes • Changes over time • Consequences of change		**CI**: Behaviors can affect the world. **KeyConcepts:** responsibility, perspective, causation **Related Concepts:** education **Lines of Inquiry:** • Receiving and sharing knowledge • Decision Making • The environment and our responsibility
	Who We Are	**Where we Are in Place and Time**	**How We Express Ourselves**	**How the World Works**	**How We Organize Ourselves**	**Sharing the Planet**

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1st	**CI:** Culture reflects the diversity in the world. **Key Concepts:** perspective, connection, function **Related Concepts:** culture, influence, diversity **Lines of Inquiry:** • Elements of culture • Similarities between groups • Appreciating differences	**CI**: People can inspire change in our world by taking action. **Key Concepts:** connection, responsibility, change **Related Concepts:** citizenship, inspiration, choice **Lines of Inquiry:** • Responsibilities and respect for the common good • Actions that inspire • Changes in the world and people	**CI:** Unique experiences can shape our imagination. **Key Concepts:** form, perspective, causation **Related Concepts:** creativity, choice, influence **Lines of Inquiry:** • Forms of expression (music, poetry, dance, writing, speeches) • Experiences affect expressions • Groups express themselves differently	**CI**: Patterns help us discover how the world works. **Key Concepts**: connection, function, causation **Related Concepts**: cycles, growth, transformation, interactions **Lines of Inquiry:** • Patterns in the world • Interdependence of cycles • Researching to gain knowledge	**CI:** Order helps our world. **Key Concepts:** function, connection, causation **Related Concepts:** cause & effect, order, role **Lines of Inquiry:** • Roles and responsibilities within groups • Purpose of order (organization, safety, understanding/ learning/thinking, efficiency) • Community connections	**CI:** Materials and ideas are exchanged in a community. **Key Concepts:** perspective, form, change **Related Concepts:** properties, transformation, choice **Lines of Inquiry:** • Properties of materials and environments • Ways resources change • Choices within a group

	Who We Are An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	Where We Are in Place and Time An inquiry into histories and orientation in place, space and time through: • periods, events and artifacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses	How the World Works An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts	How We Organize Ourselves An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making	Sharing the Planet An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom .
2 n(	**CI:** Humans are responsible for their choices and their outcomes. **Key Concepts:** form, causation, responsibility **Related Concepts:** conse quences, choices, initiative, attributes, interconnectedness **Lines of Inquiry:** • Attributes of being human • Factors that influence health • Growing to improve ourselves & humanity	**CI:** Personal history can help us understand our identity. **Key Concepts:** change , perspective, connection **Related Concepts:** chr onology, values, tradition **Lines of Inquiry:** • Similarities and differences between generations (change/ connection) • Significance of artifacts and traditions (perspective) • Connection between identity and culture (connection	**CI:** Perspective can influence discoveries and creative expressions. **Key Concepts:** form, connection, perspective **Related Concepts**: perception, culture, diversity **Lines of Inquiry:** • Interpreting ideas and feelings in literature and the arts • Creating for different purposes (communicating feelings, knowledge/ data) • Discovering the natural world (investigating force/motion/energy)	**CI:** Organisms depend on each other for their existence. **Key Concepts:** function, causation, connection **Related Concepts:** interdepende nce, biodiversity, adaptation **Lines of Inquiry:** • How organisms meet their basic needs (function) • The interdependence of plants and animals (connection) • Environmental factors that affect organisms (causation)	**CI:** Decisions can affect how our world functions **Key Concepts:** change, function, responsibility **Related Concepts:**decision -making, order, effects on others **Lines of Inquiry:** • Responsibilities of citizens and public officials • Ways we classify and organize • Opportunities for change	**CI:** Resources are essential to sustain life. **Key Concepts:** causatio n, connection, responsibility **Related Concepts:** cycl es, finite resources **Lines of Inquiry:** • The use and conservation of natural resources (responsibility) • - The ways people depend on resources(conne ction) • - Access to resources (causation)
	Who We Are	**Where we are in Place and Time**	**How We Express Ourselves**	**How the World Works**	**How We Organize Ourselves**	**Sharing the Planet**

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3rd	**CI:** Relationships can affect the balance within an environment. **Key Concepts:** causation, responsibility, connection **Related Concepts**: health, growth, relationships **Lines of Inquiry:** • Interconnectedness of organisms and environment • Choice and Outcomes • Responsibility to ourselves and the world	**CI:** Analyzing multiple perspectives leads to deeper understandings **Key Concepts:** connection; causation; perspective **Related Concepts**: Opinion, Cause and Effect **Lines of Inquiry:** • Perspectives in different places and time- • Analyzing historical events and figures- • Links between knowledge and perspective	**CI:** Creativity can meet the needs of individuals and communities **Key Concepts:** form, causation, perspective **Related Concepts:** patterns, cause and effect, subjectivity, interdependence **Lines of Inquiry:** • Creative expressions in different settings • Inspirations for creative expressions (patterns in nature, culture) • Perspectives of how creative expressions meet needs • Form of problem solving	**CI:** Human activities can affect people and our environment. **Key Concepts:** connection; responsibility; function **Related Concepts:** Interconnectedness; Cause & Effect; Initiative **Lines of Inquiry:** • Consequences of choices • Connections across the world • Economic responsibility	**CI:** Systems have a structure and purpose **Key Concepts:** causation, change, function **Related Concepts:** systems, relationships, and impact **Lines of Inquiry:** • The function and balance of a system • -Interactions within and between systems • -Consequence of change to a system	**CI:** Individuals have a responsibility to advocate for equity. **Key Concepts:** responsibility; causation; perspective **Related Concepts**: equity, rights, citizenship **Lines of Inquiry:** • Perspectives (Beliefs) about rights and responsibilities • Access to rights (Sequences that lead to access of rights) • Enforcement of rights and responsibilities

	Who We Are An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	**Where We Are in Place and Time** An inquiry into histories and orientation in place, space and time through: • periods, events and artifacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	**How We Express Ourselves** An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses	**How the World Works** An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts	**How We Organize Ourselves** An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making	**Sharing the Planet** An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom .
4th	**CI:** Organisms are influenced by their environment -Environments are influenced by the organisms that are in them. **Key Concepts:** perspective, causation, connection **Related Concepts:** culture, survival, and consequences **Lines of Inquiry:** • Cultural perspective and contributions • Factors that cause change (voluntary or involuntary) • Significance of identity and stewardship	**CI:** Explorations can create change. **Key Concepts:** change, form, reflection **Related Concepts:** exploration, discovery, cause & effect **Lines of Inquiry:** • Types of Change • Motivations for exploration • Results of exploration	**CI:** Communication allows us to make sense of the world. **Key Concepts:** function; perspective; responsibility **Related Concepts:** language, creativity; communication **Lines of Inquiry:** • The expression of ideas, feelings, and beliefs can be promoted through language (Function) • The power of communication (Responsibility) • Communication can be diverse and open to interpretation (Perspective	**CI:** Discoveries and innovations affect life. **Key Concepts:** function, change, responsibility **Related Concepts:** discoveries, innovations, impact **Lines of Inquiry:** • Inventions, innovation and scientific discoveries (Function) • The process of creating innovations and inventions (Change) • How inventions, innovations and discoveries change the environment and our lives (Responsibility)	**CI:** The needs of communities lead people to solutions. **Key Concepts:** form, function, perspective **Related Concepts:** organization, interdependence, system **Lines of Inquiry:** • The differences in functioning and structure of various organizations • The needs of communities • The change of societal organizations over time	**CI:** Choices we make can alter our world. **Key Concepts:** perspective, causation, responsibility **Related Concepts**: choice, interdependence Lines of Inquiry: • Effects of choices (Causation) • The relationship between perspective and choice (Perspective) • Collective responsibility towards sustainability (Responsibility)

	Who We Are An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	**Where We Are in Place and Time** An inquiry into histories and orientation in place, space and time through: • periods, events and artifacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	**How We Express Ourselves** An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses	**How the World Works** An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts	**How We Organize Ourselves** An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making	**Sharing the Planet** An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom .
	Who We Are	**Where we are in Place and Time**	**How We Express Ourselves**	**How the World Works**	**How We Organize Ourselves**	**Sharing the Planet**
5th	**CI:** Many influences may cultivate character. **Key Concepts:** responsibility, causation, reflection **Related Concepts:** character, beliefs & values **Lines of Inquiry:** • The nature of personal character • The responsibility of individuals and communities • Societal influences and expectations (1st six weeks)	**CI:** Movement can have a variety of causes and effects. **Key Concepts:** causation, change, perspective **Related Concepts:** population and settlement **Lines of Inquiry:** • Reasons for movement and settlement • Perspectives about migration • Changes and outcomes (6th six weeks)	**CI:** Media can influence an individual's perception. **Key Concepts:** perspective, connection, change **Related Concepts:** perception, propaganda **Lines of Inquiry:** • The various types of mass media. • The evolution of mass media • Effects of mass media on societies (5th six weeks)	**CI:** Society's understanding of science continues to evolve **Key Concepts:** form, function, change, responsibility **Related Concepts:** systems, force, cause & effect, interdependence **Lines of Inquiry:** • Forms of energy throughout time • The storage and transformation of energy into useful forms • Efforts to reduce energy consumption (2nd six weeks)	**CI:** Engagement affects systems. **Key Concepts:** function, connection, responsibility **Related Concepts:** systems, beliefs & values, diversity **Lines of Inquiry:** • Types of governance around the world • How a governmental system defines a society • Roles of individuals in their government (4th six weeks)	**CI:** Power can change communities. **Key Concepts:** causation, perspective, connection **Related Concepts:** cause & effect, human rights, economics, power **Lines of Inquiry:** • Interdependence of groups • Barriers that exist in a community • Responses to power (3rd six weeks)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have an increase in the diversity of our demographics. This creates the need for a broader individualized focus and targeted monitoring system.
Root Cause: Changing demographics in our zone and transfer students. A failure to recognize the changes in a way that ensures the success of each student.

Problem Statement 2: We need more progress and growth in our EB population.
Root Cause: We have made progress with our EB learners, but we need to focus more on our economically disadvantaged learners in this group. We also need to narrow down our TELPAS focus.

Problem Statement 3: Students in Special Education are showing minimal growth compared to their peers.
Root Cause: There was a lack of an intentional and targeted tracking system focused specifically in this group.

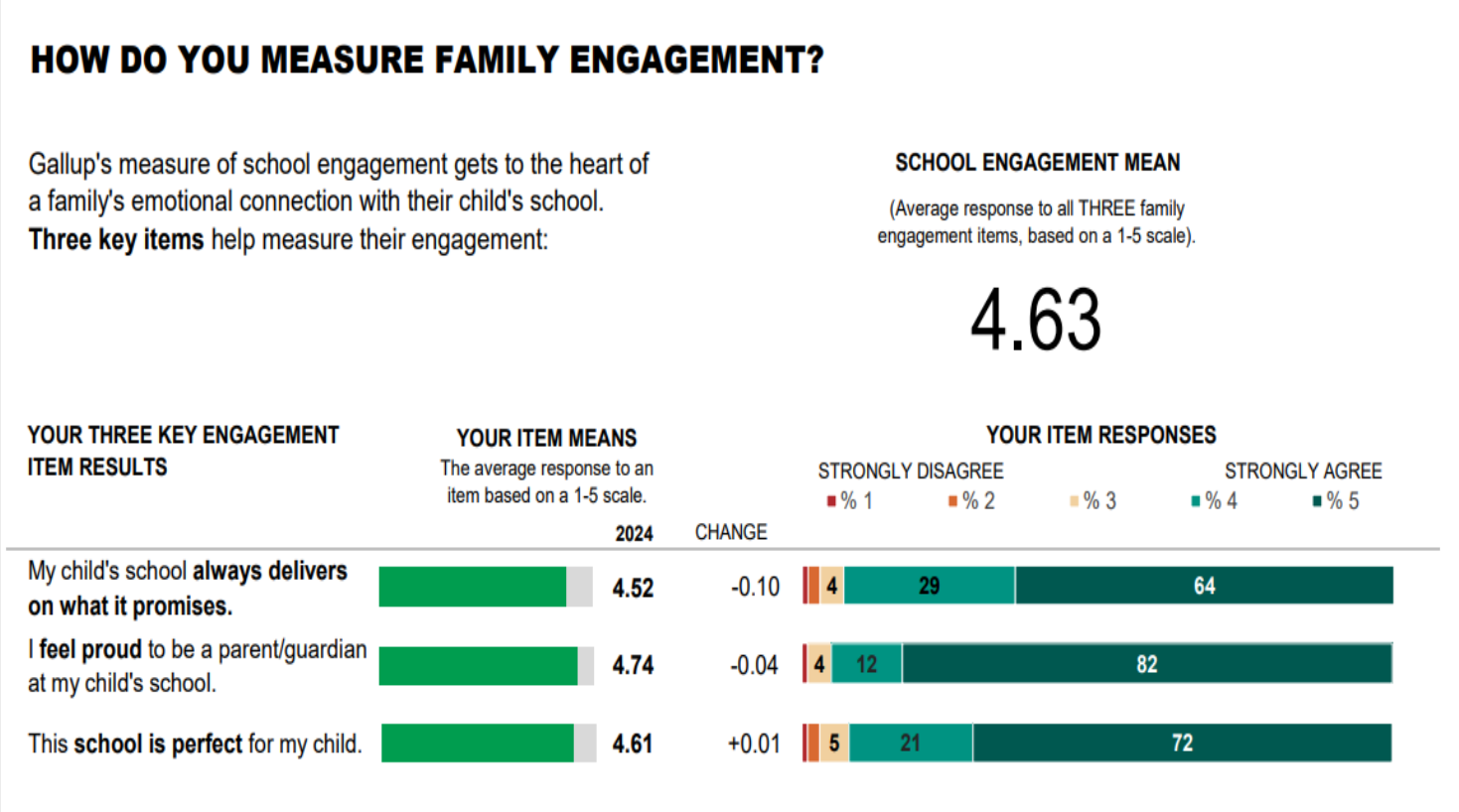
Perceptions

Perceptions Summary

2024 - 2025 Survey Results

2024 - 2025 Gallup Family Engagement Survey

2025 - 2026 Goal: Maintain Engagement Levels:



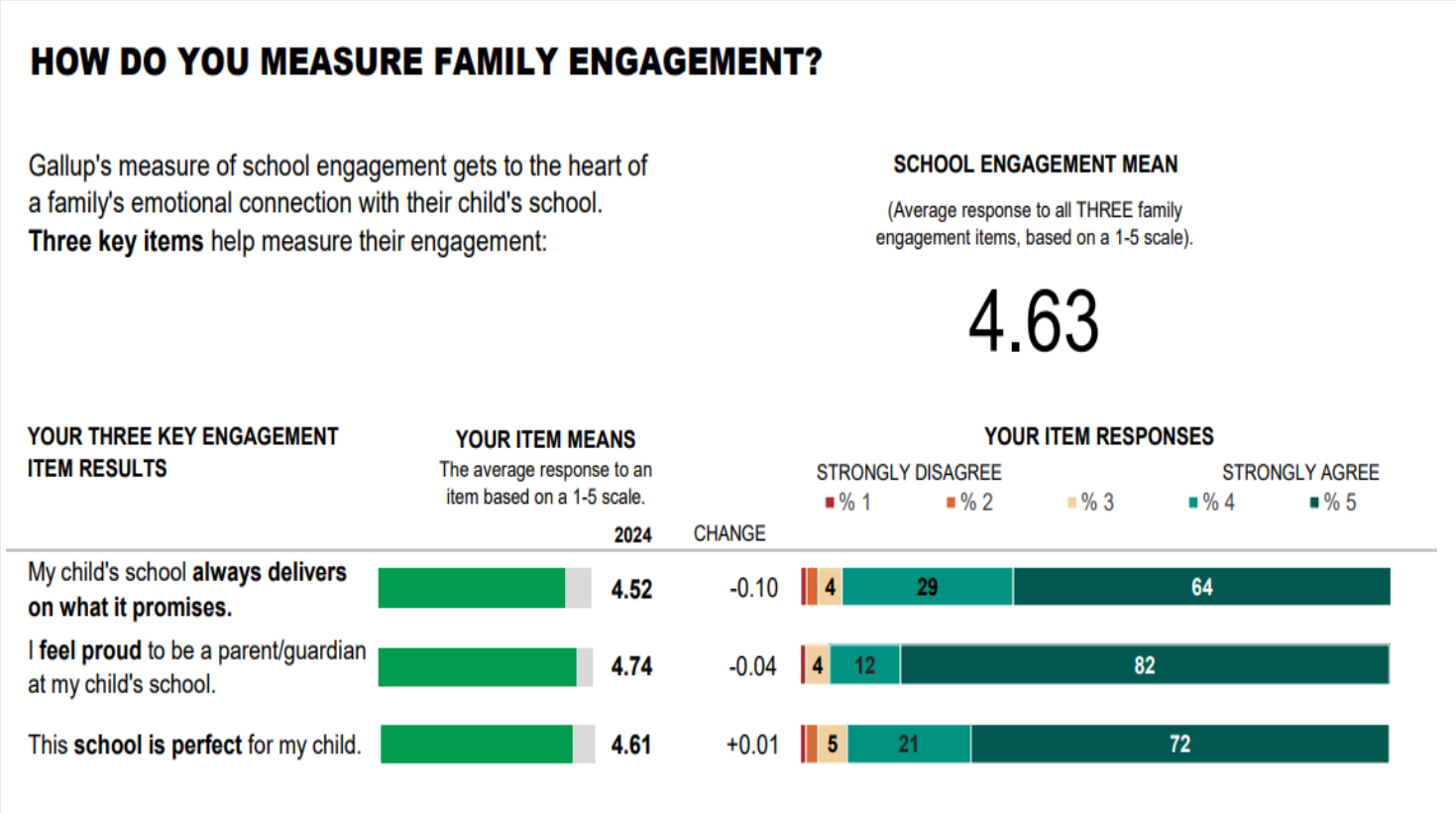
Newton Rayzor 2024-2025 Student Survey grades PK - 5th

2025-2026 Goal: Increase "My learning is connected to the world" from 69% to 75%

- Learning is Important to me:: 85%
- This is a good place to learn: 85%
- Everyone is accepted: 79%
- My learning is connected to the world: 69%
- I can share my thinking with someone in my school: 77%

2024 - 2025 Gallup Family Engagement Survey

2025 - 2026 Goal: Maintain Engagement Levels:



2024 - 2025 Gallup Employee Engagement Survey

2025 - 2026 Goal: Increase Engagement levels in the area of Feedback from 4.03 to 4.2

Teams ▲	Variables	Variable Values	Total Respondents	Q^{12} Mean	Q00. Overall Satisfaction	Q01. Know What's Expect...	Q02. Materials and Equip...	Q03. Opportunity to do B...	Q04. Recognition	Q05. Cares About Me	Q06. Development	Q07. Opinions Count	Q08. Mission/Purpose	
Overall	Overall	Overall	*3,617*	*3.98*	3.85	4.39	3.93	4.15	3.51	4.26	4.05	3.72	4.04	
PANTER, SHELLY	Overall	Overall	*67*	*4.37*	4.21	4.60	4.07	4.39	3.96	4.70	4.44	4.39	4.45	

Perceptions Strengths

- Families feel that their children are learning and part of a community.
- Students have a positive focus on learning.
- Staff members feel seen.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need more progress and growth in our EB population.
Root Cause: We have made progress with our EB learners, but we need to focus more on our economically disadvantaged learners in this group. We also need to narrow down our TELPAS focus.

Problem Statement 2: Students in Special Education are showing minimal growth compared to their peers.
Root Cause: There was a lack of an intentional and targeted tracking system focused specifically in this group.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- 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
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By May, 2026, all students will make at least one year's growth in math and reading measured by their "stretch growth" in IReady. We will specifically focus on our Special Education Population and our low socio-economic Hispanic students to increase in each subject by 10%.

High Priority

Evaluation Data Sources: iReady, Common Assessments, IEP progress reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The master schedule will have built in PLC/IBC time at least 3 times/month for each team. The schedule allows for an additional 45 minutes of planning every 7 days. **Strategy's Expected Result/Impact:** Staff members will become more consistent and have a deeper understanding of the PLC process and how to use common assessments to analyze individual data. **Staff Responsible for Monitoring:** Grade level teams, administrators, coaches and guiding coalition **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The Guiding Coalition will research and lead professional development to support meeting the needs of all students. These groups will be broken into: Tier 1 intervention, Tier 2 Intervention, Progress Monitoring and Enrichment. **Strategy's Expected Result/Impact:** Student Growth will be impacted by the teacher's deeper understanding and implementation of instructional interventions that are intentional and focuses on individual student needs. **Staff Responsible for Monitoring:** Guiding Coalition, Instructional Coaches, Teams, Administration **Title I:** 2.51, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Substitutes for collaborative planning, PLT's, etc - Title I, Part A - $3,451				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work of grade level teams. **Strategy's Expected Result/Impact:** The school systematically identifies and provides appropriate learning support ensuring vertical and horizontal alignment of instruction. **Staff Responsible for Monitoring:** Guiding Coalition, Instructional Coaches, Teams, Administration **Title I:** 2.51, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Math Interventionist - Title I, Part A - $79,920, Reading Interventionist - Title I, Part A - $39,713, Reading Interventionist - Title I, Part A - 2556 - $39,713				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: The data wall and data binders will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". It will also be used to target students from specific populations who are at risk. Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. The last Wednesday of every month will be a data day to give teachers and staff the opportunity to analyze data and plan for next steps for individual student. **Strategy's Expected Result/Impact:** The result is that no student, classroom or student group is overlooked or underserved. **Staff Responsible for Monitoring:** Coaches , CLT, teams, administration **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: By May 2026, 100% of eligible HB1416 students will be served. **Strategy's Expected Result/Impact:** Increase in STAAR scores by 5%. **Staff Responsible for Monitoring:** Classroom teachers, interventionists **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: We will meet in a bilingual vertical PLC four times per year. The purpose is to align teaching and learning practices vertically across the school including; focusing on cross linguistic connections and individual TELPAS goal setting based on one specific language domain (speaking, listening, reading, writing) for each student. **Strategy's Expected Result/Impact:** coordinate targeted instruction that builds grade level to grade level, identify areas where there is a gap in learning, goal setting, supporting emergent bilingual student's growth in all linguistic domains. **Staff Responsible for Monitoring:** administration, teams, ESL **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: The Guiding Coalition will continue their work of: Progress Monitoring, Tier 1 instruction, Tier 2 intervention and Enrichment. This work will guide our year long professional development, our PLT work and ensure each student makes growth. **Strategy's Expected Result/Impact:** Staff will have input on specific campus needs and guide the work to meet student needs. The result of the work will be stronger instructional strategies by increasing teacher capacity in each area. **Staff Responsible for Monitoring:** guiding coalition, administration **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: We will ensure that teachers and teams calibrate how they are planning and using resources to support the instruction of math and reading comprehension for all students. **Strategy's Expected Result/Impact:** Stronger team collaboration, all students receive the same quality and depth of instruction. **Staff Responsible for Monitoring:** teams, interventionist, coach, admin, IB coordinator **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Staff will implement IB research-based instructional strategies to continue the holistic development of IB learners and include the entire learning community of staff, students and families.

High Priority

Evaluation Data Sources: Reflection on planners, parent IB survey feedback

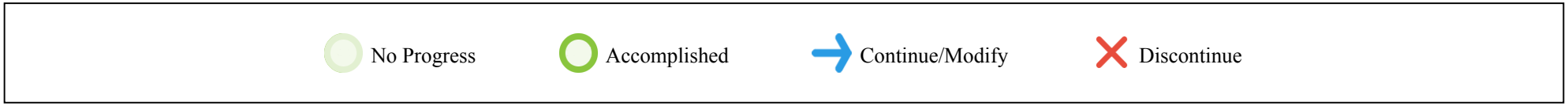
Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Focus on collaboration of teaching and learning. This will include; common planning time once a week, additional PLC/IBC time every 7 days for 45 minutes, and providing subs for team planning days each sememster. **Strategy's Expected Result/Impact:** Increase teacher capacity of Trans-disciplinary Learning and maintain the fidelity of the IB programme across the entire school **Staff Responsible for Monitoring:** IB coordinator, Admin, teams and coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The Learning Community will be invited to support the curriculum by participating in school lessons as guest interviews and members of panel discussions. **Strategy's Expected Result/Impact:** connections to transdisciplinary learning, real world connections, increased community understanding and participation of the IB Programme **Staff Responsible for Monitoring:** teams, IB coordinator, community members **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Staff commitment to understanding/implementing the IB Policies- language, assessment, inclusion, academic **Strategy's Expected Result/Impact:** deeper connection to assessment and PLC work, differentiation and inclusion **Staff Responsible for Monitoring:** IB coordinator, admin, teams **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: School wide/social media sharing of the IB Alerts/Reflection and evidence of IB learning every week **Strategy's Expected Result/Impact:** To inform the entire Learning Community (including families) of the elements of IB **Staff Responsible for Monitoring:** Social Media Committee, IB Coordinator and teams **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: School wide focus on increasing the learning community's understanding of the Approaches to Learning. Grade levels will focus: thinking, research, communication, social and self management skills. **Strategy's Expected Result/Impact:** Decrease in disruptive behaviors, increase in the Learning Communities' (teachers, students and parents) knowledge and implementation of the Approaches to Learning. **Staff Responsible for Monitoring:** Classroom teachers, IB Coordinator, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				


No Progress
Accomplished
Continue/Modify
Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By Spring of 2026, community engagement and opportunities to engage and collaborate with our campus will increase.

Evaluation Data Sources: Q12 survey, student survey, community survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Student Led conferences will be held in January. Each student will share their growth and learning with their families. Grades PK-2nd grade will have grade level learning celebrations. Grades 3-5 will have individual learning conferences. **Strategy's Expected Result/Impact:** Stronger understanding of student learning by families. **Staff Responsible for Monitoring:** IB Coordinator and Teams **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The use of surveys will offer a chance for the staff, community members and students to reflect on instruction, climate and practices. **Strategy's Expected Result/Impact:** Stronger culture in climate within the school and the community. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Work collaboratively with Communities in Schools to support families and individual student needs. **Strategy's Expected Result/Impact:** Student safety and learning will increase while needs are being addressed. **Staff Responsible for Monitoring:** CIS coordinator, counselors, nurse, IB coordinator and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** CIS Case Manager - Title I, Part A - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Provide staff appreciation opportunities to maintain a strong campus culture. **Strategy's Expected Result/Impact:** Positive school culture and retention of strong staff. **Staff Responsible for Monitoring:** "Hives", administration, counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Continue parent communication through community nights, virtual and in person conferences, weekly learning community newsletters, social media updates and positive notes home. **Strategy's Expected Result/Impact:** Increased learning community engagement and awareness **Staff Responsible for Monitoring:** teachers, administration, counselors, social media committee, IB Coordinator **Title I:** 2.53, 2.531, 2.532 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Supplies & Snacks - Title I, Part A - $2,523				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: The Learning Community will continue to incorporate new practices to meet the needs of RDSPD program and students. **Strategy's Expected Result/Impact:** Students and Staff in the RDSPD program will integrate into the Newton Rayzor community. Students and staff will incorporate sign language into everyday school communication. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Each staff member will be part of a "Hive" that is made up of a group of 5 to 9 various staff members who form a group to celebrate each others' accomplishments, support each other in learning and encourage positive school culture. **Strategy's Expected Result/Impact:** increased support and recognition **Staff Responsible for Monitoring:** Mentor Liaison, Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	The master schedule will have built in PLC/IBC time at least 3 times/month for each team. The schedule allows for an additional 45 minutes of planning every 7 days.
1	1	2	The Guiding Coalition will research and lead professional development to support meeting the needs of all students. These groups will be broken into: Tier 1 intervention, Tier 2 Intervention, Progress Monitoring and Enrichment.
1	1	3	Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work of grade level teams.
1	1	4	The data wall and data binders will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". It will also be used to target students from specific populations who are at risk. Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. The last Wednesday of every month will be a data day to give teachers and staff the opportunity to analyze data and plan for next steps for individual student.
1	1	5	By May 2026, 100% of eligible HB1416 students will be served.
1	1	6	We will meet in a bilingual vertical PLC four times per year. The purpose is to align teaching and learning practices vertically across the school including; focusing on cross linguistic connections and individual TELPAS goal setting based on one specific language domain (speaking, listening, reading, writing) for each student.
1	2	2	The Learning Community will be invited to support the curriculum by participating in school lessons as guest interviews and members of panel discussions.
1	2	3	Staff commitment to understanding/implementing the IB Policies- language, assessment, inclusion, academic
1	2	4	School wide/social media sharing of the IB Alerts/Reflection and evidence of IB learning every week
1	2	5	School wide focus on increasing the learning community's understanding of the Approaches to Learning. Grade levels will focus: thinking, research, communication, social and self management skills.

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	The master schedule will have built in PLC/IBC time at least 3 times/month for each team. The schedule allows for an additional 45 minutes of planning every 7 days.

State Compensatory

Budget for Newton Rayzor

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.3
Brief Description of SCE Services and/or Programs

Position/Resource Federal Fund Source FTE Amount Math Interventionist Title I 0.5 $40,173 Reading Interventionist Title I 0.5 $37,392 Math Interventionist SCE 0.5 $40,173 Reading Interventionist SCE 0.5 $37,392 Student Assistance Counselor Title I 1 $80,857 Subs for PD Title I N/A $19,951 Student Travel Title I N/A $6500 Communities In School Title I N/A $16,000

Personnel for Newton Rayzor

Name	Position	FTE
Andrea Sholin	CIS Coordinator	0.3
Rebecca Ellison	Intervention/Coach	0.5
Sarah Merriweather	Intervention/Coach	0.5

Plan Notes

Newton Rayzor's Campus Leadership Team will officially monitor progress of our CIP three times throughout the year.

Our Guiding Coalition will use this plan to inform our professional development, resources and student goals and reflect on our progress.

Guiding Coalition

Committee Role	Name	Position
IB Coordinator	Linda Gavilanes	IB Coordinator
Sped	Liz Garison	Special Education Teacher
Special Programs	Jessica Vu	EXPO
Special Areas	Fernando Rubio	World Language Teacher
classroom teacher	Catherine Corn	RDSPD classroom teacher
Classroom Teacher	Clysta Meza Orozco	5th
Classroom Teacher	Jodie Langhorne	4th
Classroom Teacher	Renee Gann	3rd
Classroom Teacher	Melissa Barrera	2nd
Classroom Teacher	Angela Fuller	1st
Classroom Teacher	Kelley Akins	kinder
Classroom Teacher	Erica Wegenka	PK
ESL	Elvia Lopez	ESL
Instructional Coach	Sarah Merriweather	Instructional Coach
Administrator	Ivonne Solano	Assistant Principal
Administrator	Shelly Panter	Principal

Campus Leadership Team

Committee Role	Name	Position
RDSPD	Rebecca Cox	RDSPD Inclusion
parent - RDSPD	Sonia Cruz	parent
parent - kinder bilingual	Raquel Hernandez	Parent
Assistant Principal	Ivonne Solano	Assistant Principal
Special Education Lead	Heather Godi	Special Education Inclusion Teacher
Parent	Hope McCarroll	Parent
Business Representative	Gail Aguilar	Business Rep
CIS Coordinator	Vanessa Carillo	CIS Coordinator
Counselor	Kasi Mack	Counselor
TCC Rep	Ivonne Huynh	Esperanza Teacher
EIC Rep	Kelly Born	Librarian
Classroom Teacher	Sashenka Lopez	5th Grade
Classroom Teacher	Megan Reynolds	4th Bilingual
Classroom Teacher	Raina McEuin	3rd Bilingual
Classroom Teacher	Anna Lam	2nd Grade
Classroom Teacher	Haley Dern	1st Grade
Classroom Teacher	Heather Walsh	Kindergarten
Classroom Teacher	Lydia Rivera	PK
IB Coordinator/Admin Team	Linda Marquez-Gavilanes	IB Coordinator
Administrator	Shelly Panter	Principal

Campus Funding Summary

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Substitutes for collaborative planning, PLT's, etc		$3,451.00
1	1	3	Reading Interventionist	2556	$39,713.00
1	1	3	Math Interventionist		$79,920.00
1	1	3	Reading Interventionist		$39,713.00
2	1	3	CIS Case Manager		$25,000.00
2	1	5	Parent Involvement Supplies & Snacks		$2,523.00
				Sub-Total	$190,320.00

Denton Independent School District

Paloma Creek Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D

Mission Statement

At Paloma Creek, we empower every student to learn, excel, and succeed in a safe, diverse community, believing in their abilities to build knowledge, character, and a commitment to make a positive impact.

Vision

Driven to learn. Built to lead. Believe. Learn. Excel. Succeed.

Value Statement

Collective Commitments

Paloma Creek staff will:

- Deliver high quality Tier 1 instruction that challenges all students while celebrating their success
- Understand the function of behavior to build positive relationships with students to support social-emotional development
- Share ideas and grow together through vertical alignment
- Make learning fun and meaningful by creating activities that spark curiosity, creativity, and real world skills
- Practice honesty in our communication, ensuring transparency in our actions and building trust within our teams and families
- Promote cross curricular connections to deepen student understanding and encourage critical thinking skills
- Use data to inform instruction to hold ourselves and one another responsible for ALL student success and shared goals

Falcon Pledge

Friends respect everyone

Advocate for others

Lift others with words

Create solutions to problems

Optimize our learning targets

Never give up

Soar like a **FALCON**

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- 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

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Demographics

Demographics Summary

Enrollment & Program Participation

Of our students, **58% are identified as at-risk** and **56% are economically disadvantaged**, both of which are above district averages. In addition, **41% of students are English language learners**, representing a significant portion of the population requiring targeted supports. **16% of students receive special education services** and **5% participate in gifted & talented programming**, highlighting the need for a full continuum of differentiated services across academic levels.

1. Enrollment & Program Participation:

- **Total enrollment:** 502 students
- **Students identified "AtRisk":** 58%
- **Economically disadvantaged:** 56%
- **Limited English proficiency / ESL:** 41%
- **Gifted & Talented (GT):** 5%
- **Special Education:** 16%

2. Racial & Ethnic Composition:

- **African American:** 42%
- **White:** 15%
- **Hispanic:** 19%
- **Asian:** 17%
- **American Indian / Pacific Islander / Two or More Races:** ~7% combined

3. Enrollment by Grade

Prekindergarten: 62

Kindergarten: 81

1st Grade: 79

2nd Grade: 74

3rd Grade: 70

4th Grade: 66

5th Grade: 70

Demographics Strengths

- Diverse staff hired to match the demographics of the students.
- Systems in place to process all new enrollment to quickly request records and notify special programs and teachers of student needs
- Master schedule to ensure kids have access to all three tiers of instruction and intervention, as needed.
- Staff committees to ensure all demographics are represented with diverse celebrations throughout the year for both students and staff. Committees include: Special Events, Guiding Coalition, Attendance, Behavior Coalition

Problem Statements Identifying Demographics Needs

Problem Statement 1: Common Formative Assessment development training is needed to develop routine assessments to match the rigor of the TEKS.
Root Cause: Professional development opportunities needed to support campus growth

Student Learning

Student Learning Summary

STAAR 2025

- **Overall (all subjects):** 61% Approaches | 36% Meets | 13% Masters
- **Reading:** 72% Approaches | 47% Meets | 18% Masters
- **Mathematics:** 56% Approaches | 33% Meets | 13% Masters
- **Science:** 40% Approaches | 10% Meets | 2% Masters

i-Ready 2024–25, Reading Diagnostic

- **Kindergarten:** 50% Tier 1, 50% Tier 2
- **Grade 1:** 27% Tier 1, 61% Tier 2, 13% Tier 3
- **Grades 2:** 24% Tier 1, 52% Tier 2, 24% Tier 3
- **Grade 3:** 29% Tier 1, 54% Tier 2, 17% Tier 3
- **Grade 4:** 26% Tier 1, 51% Tier 2, 23% Tier 3
- **Grade 5:** 27% Tier 1, 41% Tier 2, 32% Tier 3

i-Ready 2024–25, Math Diagnostic

- **Kindergarten:** 33% Tier 1, 67% Tier 2
- **Grade 1:** 17% Tier 1, 68% Tier 2, 15% Tier 3
- **Grades 2:** 19% Tier 1, 56% Tier 2, 25% Tier 3
- **Grade 3:** 24% Tier 1, 60% Tier 2, 16% Tier 3
- **Grade 4:** 32% Tier 1, 49% Tier 2, 18% Tier 3
- **Grade 5:** 27% Tier 1, 56% Tier 2, 17% Tier 3

Student Learning Strengths

Strengths

- Math has fewer student performing in Tier 3 for iReady.
- STAAR Reading continues to be the strongest content area, with 72% of students reaching Approaches and nearly half meeting grade level expectations.
- A consistent group of students demonstrate mastery-level performance, particularly in Reading (18%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are scoring low across the campus in Tier 1 (on level) according to end of year iReady diagnostic
Root Cause: Tier 1 instruction is weak across all grade levels. Knowledge of curriculum resources and how to use the resources is low.

Problem Statement 2: Common Formative Assessment development training is needed to develop routine assessments to match the rigor of the TEKS.
Root Cause: Professional development opportunities needed to support campus growth

Problem Statement 3: Student assessment data yielded a decline in many assessment areas.
Root Cause: Loss of instructional time as a result of increased behaviors that led to decreases in student achievement.

School Processes & Programs

School Processes & Programs Summary

- Campus specific criteria for hiring
- House System
- Falcon PRIDE Expectations
- Campus wide Class Dojo usage
- STEM in rotation for 4th and 5th Grades
- Roles & responsibilities- Staff Handbook & Parent Playbook
- Class List creation and meeting the needs of students in special programs
- T-TESS for observing teachers and providing feedback for improvement
- Walkthrough System in place to target teachers strengths and desired feedback areas
- Professional learning opportunities such as Mega-Labs,
- Coaching cycles, learning walks and learning labs
- Mentor Teachers & Instructional Coaches to provide support for new staff
- Committees for staff to engage in their strengths
- Student Clubs to engage students in school
- Master schedule & use of PRIDE to maximize learning
- MTSS to monitor student growth based on need
- Weekly PLC 45 minutes for each grade level and special areas
- Falcon Flyer Family Newsletter
- Team Times: Staff Newsletter
- PTA & Watch DOGS
- Monthly Safety Drills and Safety Wall of Fame with Officer Brandy
- Tiered Behavior Supports that utilize SEL
- Brag Tags: two times a week drawing for student prizes
- Positive Office Referrals: announced and called home

School Processes & Programs Strengths

<u>Curriculum, Instruction, and Assessment</u>

- Creation of a Master Schedule that allows for targeted intervention and accelerated learning time
- Common assessment data is analyzed during PLTs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)
- All staff trained in the PBIS system by our Behavior Coalition
- Mega-Labs, observation cycle and professional development plan to support all new staff.

School Context and Organization

- Paloma Creek has a Leadership Team with staff representation from all grade levels, special education, special areas, and support programs
- Staff utilize School Messenger(email/text/call), Facebook, Class Dojo to communicate with parents
- Organized duty schedule
- Master schedule allows for implementation of Intervention Time to allow for intervention, acceleration, and remediation as needed
- Safety protocols are followed
- Teachers routinely input student progress monitoring data into electronic campus progress monitoring document
- Follow through of safety protocols
- Expectations set in regards to roles and responsibilities of staff, students and parents.

Staff Quality, Recruitment, and Retention

- Professional development hours
- Student teacher program
- Staff recruitment
- Staff reported appreciation for receiving more planning time during scheduled PD days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The fidelity in all classrooms, PK-5, of following Falcon PRIDE principles and self-regulation strategies.
Root Cause: All staff members need access to training and coaching in implementation of Falcon PRIDE and self-regulation strategies.

Problem Statement 2: The need for professional learning of the instructional teachers, due to lack of experience and new to the district, to introduce and grow in their knowledge of curriculum tools, rigor, and expectations.
Root Cause: High turnover through the past three years.

Problem Statement 3: There is a need for a common PBIS focus, social-emotional learning component, and a consistent campus-wide expectation/model for behavior.
Root Cause: With an increase in student mobility as well as safety protocols, not all students (and/or staff) have become familiar with behavior expectations.

Perceptions

Perceptions Summary

Family and Community Involvement

- Communication is sent from teachers at least weekly and sent from principal bi-weekly through the Falcon Flyer
- 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
- Communication between the school and the parents of our students

Student Survey Results

- 65% of students believe the climate of Paloma Creek is positive
- 86% of students enjoy coming to school each day
- 95% of students believe it is important to come to school each day
- 89% of students feel valued
- 92% of students feel they have an adult at school they can trust
- 92% of students believe they have grown academically in the 2023-24 school year
- Students are motivated by:
    - Self 26%
    - Snacks and candy 15%
    - Brag Tags 2%
    - Toys 10%
    - Positive Parent Contact 23%
    - Praise from a teacher 24%
- 74% of students understand the importance of the Falcon Pledge
- 86% of students believe the school rules and procedures are fair
- 89% of students believe the classroom rules and procedures are fair

- 91% of students rated assignments "just right" or "difficult"

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a common PBIS focus, social-emotional learning component, and a consistent campus-wide expectation/model for behavior.
Root Cause: With an increase in student mobility as well as safety protocols, not all students (and/or staff) have become familiar with behavior expectations.

Problem Statement 2: Student assessment data yielded a decline in many assessment areas.
Root Cause: Loss of instructional time as a result of increased behaviors that led to decreases in student achievement.

Priority Problem Statements

Problem Statement 1: Students are scoring low across the campus in Tier 1 (on level) according to end of year iReady diagnostic

Root Cause 1: Tier 1 instruction is weak across all grade levels. Knowledge of curriculum resources and how to use the resources is low.

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

Accountability Data

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

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 4 minimum expectation score of 76% in Approaches for 3rd grade, 83% in Approaches for 4th grade, and 78% in Approaches for 5th grade as measured by the Reading/ Language Arts STAAR assessment in May 2026.

High Priority

HB3 Compass Point

Evaluation Data Sources: Progress monitoring for Reading, STAAR Interim's, STAAR, Reading Levels, iReady diagnostic assessments, iReady progress checks, and iReady Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teams will participate in data-driven PLTs where teachers will come prepared to analyze and respond to student data, review student work, and plan for targeted small-group instruction delivered during the daily intervention block, while campus interventionists and the instructional coach provide instructional coaching and intervention support to assist teachers with lesson planning, assessment design, and the implementation of district-approved instructional resources, with collaborative team planning guided by a common planning protocol. **Strategy's Expected Result/Impact:** Student achievement will improve as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. Teachers will strengthen instructional knowledge and plan instruction based on data. Students will demonstrate increased performance on math essential standards and problem-solving skills as measured by the Paloma Creek Digital Data Binder, common formative assessments, i-Ready diagnostics, i-Ready Mastery Checks, district assessments, and STAAR. **Staff Responsible for Monitoring:** Instructional coach, Guiding Coalition, Interventionist, Administration Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Reading Interventionist 50% - State Compensatory Education (SCE) - $47,382, Reading Interventions 50% - Title I, Part A - 2556 - $41,382				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All reading language arts teachers will attend District RLA PD, differentiated to the needs of the teacher, and implement strategies learned in the PD throughout the year. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Grade Level Teachers, Guiding Coalition, Intervention Team, Administration Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Subs for PD, PLT, etc. - Title I, Part A - $3,888				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Implementation of campus created tool to progress monitor students' achievement on the essential standards. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports **Staff Responsible for Monitoring:** Intervention Team, Guiding Coalition, Teachers, Administration **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Teachers will provide high quality Tier 1 instruction for all students by using district approved curriculum and instructional resources and engage in collaborative team planning utilizing a common team protocol with the support of the district deployed instructional coach. **Strategy's Expected Result/Impact:** Weekly classroom walkthroughs with campus administration, area superintendent, content coordinators as available. High quality Tier 1 instruction and increased student achievement **Staff Responsible for Monitoring:** administration, teachers, interventionist, instructional coach.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Paloma Creek administrators will conduct weekly walkthrough/feedback cycles using district-developed storyboards and strategy cards to ensure instructional alignment and support continuous improvement. **Strategy's Expected Result/Impact:** Ensure consistent implementation of high-impact instructional strategies across classrooms Provide timely, targeted feedback to teachers Promote feflective teaching practices and professional growth Strengthen instructional alignment with distract goals and curriculum standards Improve student engagement and academic outcomes through instructional consistency Administrator Calendar **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 4 minimum expectation score of 68% in Approaches for 3rd Grade, 67% in Approaches for 4th Grade and 74% in Approaches for 5th Grade s measured by the Math STAAR assessment in May 2026.

Evaluation Data Sources: Exit tickets, Progress monitoring for Math, STAAR Interim's, STAAR, Reading Levels, iReady Diagnostic Assessments, iReady Progress Checks, and iReady Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teams will participate in data-driven PLTs where teachers will come prepared to analyze and respond to student data, review student work, and plan for targeted small-group instruction delivered during the daily intervention block, while campus interventionists and the instructional coach provide instructional coaching and intervention support to assist teachers with lesson planning, assessment design, and the implementation of district-approved instructional resources, with collaborative team planning guided by a common planning protocol. **Strategy's Expected Result/Impact:** Student achievement will improve as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. Teachers will strengthen instructional knowledge and plan instruction based on data. Students will demonstrate increased performance on math essential standards and problem-solving skills as measured by the Paloma Creek Digital Data Binder, common formative assessments, i-Ready diagnostics, i-Ready Mastery Checks, district assessments, and STAAR. **Staff Responsible for Monitoring:** Instructional coach, Guiding Coalition, Interventionist, Administration Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $87,031				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All math teachers will attend district math pd, differentiated to the needs of the teacher, and implement strategies learned in the pd throughout the year. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports **Staff Responsible for Monitoring:** Grade Level Teachers, Guiding Coalition, Intervention Team, Administration Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Implementation of campus created tool to progress monitor students' achievement on the essential standards. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports **Staff Responsible for Monitoring:** Instructional coach, Guiding Coalition, Interventionist, Administration Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Teachers will provide high quality Tier 1 instruction for all students by using district approved curriculum and instructional resources and engage in collaborative team planning utilizing a common team protocol with the support of the district deployed instructional coach. **Strategy's Expected Result/Impact:** Weekly classroom walkthroughs with campus administration, area superintendent, content coordinators as available. High quality Tier 1 instruction and increased student achievement **Staff Responsible for Monitoring:** administration, teachers, interventionist, instructional coach.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Paloma Creek administrators will conduct weekly walkthrough/feedback cycles using district-developed storyboards and strategy cards to ensure instructional alignment and support continuous improvement. **Strategy's Expected Result/Impact:** Ensure consistent implementation of high-impact instructional strategies across classrooms Provide timely, targeted feedback to teachers Promote feflective teaching practices and professional growth Strengthen instructional alignment with distract goals and curriculum standards Improve student engagement and academic outcomes through instructional consistency Administrator Calendar **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: Increase student engagement "Do you feel like you belong at our school?" from 42% to 60% as measured by student survey in the fall and spring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: PK-5th grade classes will engage in daily morning meetings. All morning meetings align with our core values and teaching students explicit social skills and emotional understanding will help them develop the Positive Character Traits skills. **Strategy's Expected Result/Impact:** Students and staff will build their capacity to connect with others while employing self-regulation strategies and remaining engaged in the learning environment. **Staff Responsible for Monitoring:** Counselors, Behavior Specialist, Administrators, and CLT				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of the 25-26 school year, the number of students who are being provided support through Communities In Schools (CIS) will be 100 students and decrease office referrals by 25%.

Evaluation Data Sources: CIS Case logs, orange dot data, and ISS/OSS assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The partnership of Communities In Schools (CIS) and the counseling team will equip and empower students to confront and overcome personal challenges and create positive relationships that are key to helping students meet their highest potential. **Strategy's Expected Result/Impact:** Reduction in student referrals and increase of student time in class **Staff Responsible for Monitoring:** Site Coordinator; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Communities in Schools - Title I, Part A - $25,000				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Increase the engagement mean of staff members from 4.18 to 4.5, as measured through the annual Gallup Engagement Survey.

High Priority

Evaluation Data Sources: Gallup Engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Employ a Behavior Specialist to coach teachers on core behavioral programming, support student self-regulation, and design and deliver student behavior interventions. **Strategy's Expected Result/Impact:** Teachers will be able to offer effective, research-based SEL lessons to students. Behavior Specialist supports teachers through effective classroom management techniques and student behavior interventions and plans. **Staff Responsible for Monitoring:** Counselors, Behavior Specialist, Administrators, and CLT **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Behavior Specialist - Title I, Part A - $73,912.80				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Twice each month, Paloma Creek PK-5th grade house teams will meet vertically to build relationships, make connections and have celebrations. **Strategy's Expected Result/Impact:** Students and staff will build a community across the campus in an effort to increase student and staff engagement and sense of belonging. **Staff Responsible for Monitoring:** Staff house leaders, house committee, & administration team **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By the end of the 25-26 school year, the number of students who are being provided support through Communities In Schools (CIS) will be 100 students and decrease office referrals by 25%.

Evaluation Data Sources: CIS Case logs, orange dot data, and ISS/OSS assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The partnership of Communities In Schools (CIS) and the counseling team will equip and empower students to confront and overcome personal challenges and create positive relationships that are key to helping students meet their highest potential. **Strategy's Expected Result/Impact:** Reduction in student referrals and increase of student time in class **Staff Responsible for Monitoring:** Site Coordinator; Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Snacks and Supplies - Title I, Part A - $1,937				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for Paloma Creek Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Paloma Creek Elementary

Name	Position	FTE
Christina Brown	Behavior Coach	1
Cynthia Hammons	Math Interventionist	0.5
Genelle Anderson	Reading Interventionist	0.5

Title I Personnel

Name	Position	Program	FTE
Christina Brown	Behavior Coach		1
Cynthia Hammons	Math Interventionist	2nd-5th Grade Math Intervention	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5
Valeria Corrales	Community in Schools	CIS	.25

Campus Leadership Team

Committee Role	Name	Position
Parent	Jeff Guintivano	Environmental Chair, PTA
Special Education	Emily Maynard	Communications Teacher
Teacher	Ashley Clay	Special Programs Teacher
Other Individual	Jodee Walker	Reading Intervention
Principal	Lori Robertson	Principal
Other School Leader	Ashley DeLaney	Assistant Principal
Other School Leader	Micah Neilson	Assistant Principal Intern
Paraprofessional	Patricia McDonald	Secretary
Paraprofessional	Rebecca Grochowski	PE Para
Specialized Instructional Support	Paxton Schauntz	Counselor
School Staff	Cynthia Hammons	Math Interventionist
Other	Valeria Corrales	Community In Schools
Community Member	Melissa Bates	Community Member

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Interventionist 50%		$47,382.00
1	2	1	Math Interventionist		$87,031.00
				Sub-Total	$134,413.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Interventions 50%	2556	$41,382.00
1	1	2	Subs for PD, PLT, etc.		$3,888.00
1	4	1	Communities in Schools		$25,000.00
2	1	1	Behavior Specialist		$73,912.80
2	2	1	Parent Involvement Snacks and Supplies		$1,937.00
				Sub-Total	$146,119.80

Denton Independent School District

Pecan Creek Elementary

2025-2026 Campus Improvement Plan

Mission Statement

At Pecan Creek we will always support the social, emotional, and academic growth of everyone, in a safe, respectful environment.

Vision

Our Vision

Together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

Value Statement

Our values are the things we have committed to at Pecan Creek. These values will guide us as we work towards the vision of together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

Compassion
Community
Relationships
Diversity
Life Long Learning

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established: 2003

Mascot: Bears

Colors: Blue and Green

Mission: Together hand in hand, juntos de la mano, building compassionate relationships through our diverse Community

Values: Relationships, Community, Diversity, Compassion, Learners

Enrollment By Grade Level

PK	KG	01	02	03	04	05	Total
44	84	98	108	101	114	105	655

Enrollment By Race/Ethnicity

Hispanic	Asian	Black/African American	American Indian/Alaska Native	Native Hawaiian/OPI	White	Multiple
300	27	59	3	1	218	47

Enrollement by Programs

At Risk	ESL	Bilingual	SpEd	504	F/R
213	41	241	135	17	334

Demographics Strengths

- Pecan Creek Elementary serves its diverse student population through multiple programs, including 1- and 2-Way Dual Language programs, GOAL, SLT, SEL, EXPO, mentorship, high school helpers, Teach Denton, and multiple after school club opportunities
- Pecan Creek Elementary teachers have a wide range of teaching experiences to meet the needs of all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite overall campus progress on learning goals, emergent bilingual students continue to perform below their peers, with fewer meeting the grade-level standards compared to the campus as a whole.
Root Cause: Need to continue to work on teaching and learning in Dual Language classrooms, including focused support for differentiated instruction, strategic use of language supports, and monitoring of student progress to close performance gaps on STAAR.

Student Learning

Student Learning Summary

3rd Grade STAAR

STAAR Performance-3rd Math				STAAR Performance-3rd Reading		
	#	%			#	%
Total Tests	107			Total Tests	107	
Approaches GL or Above	76	71		Approaches GL +	81	76
Meets GL or Above	49	46		Meets GL +	53	50
Masters GL	22	21		Masters GL	30	28

4th Grade STAAR

STAAR Performance-4th Math				STAAR Performance-4th Reading		
	#	%			#	%
Total Tests	100			Total Tests	100	
Approaches GL +	80	80		**Approaches GL +**	87	87
Meets GL +	55	55		**Meets GL +**	66	66
Masters GL	36	36		**Masters GL**	34	34

5th Grade STAAR

STAAR Performance-5th Math				STAAR Performance-5th Reading				STAAR Performance-5th Science		
	#	%			#	%			#	%
Total Tests	94			Total Tests	94			Total Tests	94	

STAAR Performance-5th Math				STAAR Performance-5th Reading				STAAR Performance-5th Science		
Approache GL +	69	73		Approache GL +	77	82		Approache GL +	59	63
Meets GL +	44	47		Meets GL +	56	60		Meets GL +	27	29
Masters GL	17	18		Masters GL	24	26		Masters GL	9	10

Student STAAR Annual Growth Summary/ HB1416 Growth Summary

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	76	0
Tests earning 0.5 points	30	15
Tests Earning 1.0 point	273	273
Annual Growth Total Points Earned (A)		288
# of Tests Included in Calculation (C)		379
Annual Growth Score		**76**

1416 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	54	0
Tests Earning 1.0 point	47	47
Total 1416 Points Earned (B)		47
# of Tests Included in Calculation		101
1416 Performance Score		**47**

Academic Growth Summary	
Total Annual Growth Points Earned [same as A]	288
Total 1416 Points Earned [same as B] x 0.25	11.8
Academic Growth Total Points Earned	299.8
# Tests Included in Calculation [same as C]	379
Academic Growth Score	**79**

Student Learning Strengths

- Increased STAAR scores from 3rd to 4th grade and 4th to 5th in reading and math
- Aligning 2nd and 3rd grade DL classrooms to better support language acquisition and academic growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While overall STAAR performance in Reading and Math improved, there is a need to raise the percentage of students achieving at the Meets and Masters levels to ensure higher levels of academic rigor and mastery.
Root Cause: We need more intentional and consistent use of assessment data to form flexible instructional groups and deliver targeted, small-group instruction.

School Processes & Programs

School Processes & Programs Summary

- 2-way Dual Language program PK- 5th grade; 1-Way Dual Language program in K and 1
- PLC time is focused on completing 15 day challenges and essential learning, including planning for student needs for intervention and enrichment
- Kindergarten DL now mixed cohort to increase biliteracy for students
- Met intervention goals for HB students
- Revised MTSS process to better meet the needs of students
- Scheduled intervention time across grades K-5 levels to address intervention and enrichment in master schedule (included K-1 this year)
- Implementation of campus-wide behavior matrix
- Active PTA

School Processes & Programs Strengths

- Vertical language arts, math, and science teams are focusing on teaching strategies to improve student learning
- Grade level teams are focusing on essential learning standards and using district provided curriculum
- BEAR (Building Enrichment and Academic Readiness) to address meeting the needs of all learners
- Behavior Task Force continues to revise and improve T1 and T2 strategies to decrease student behavior concerns
- 100% staff membership in PTA; continue to increase yearly PTA membership

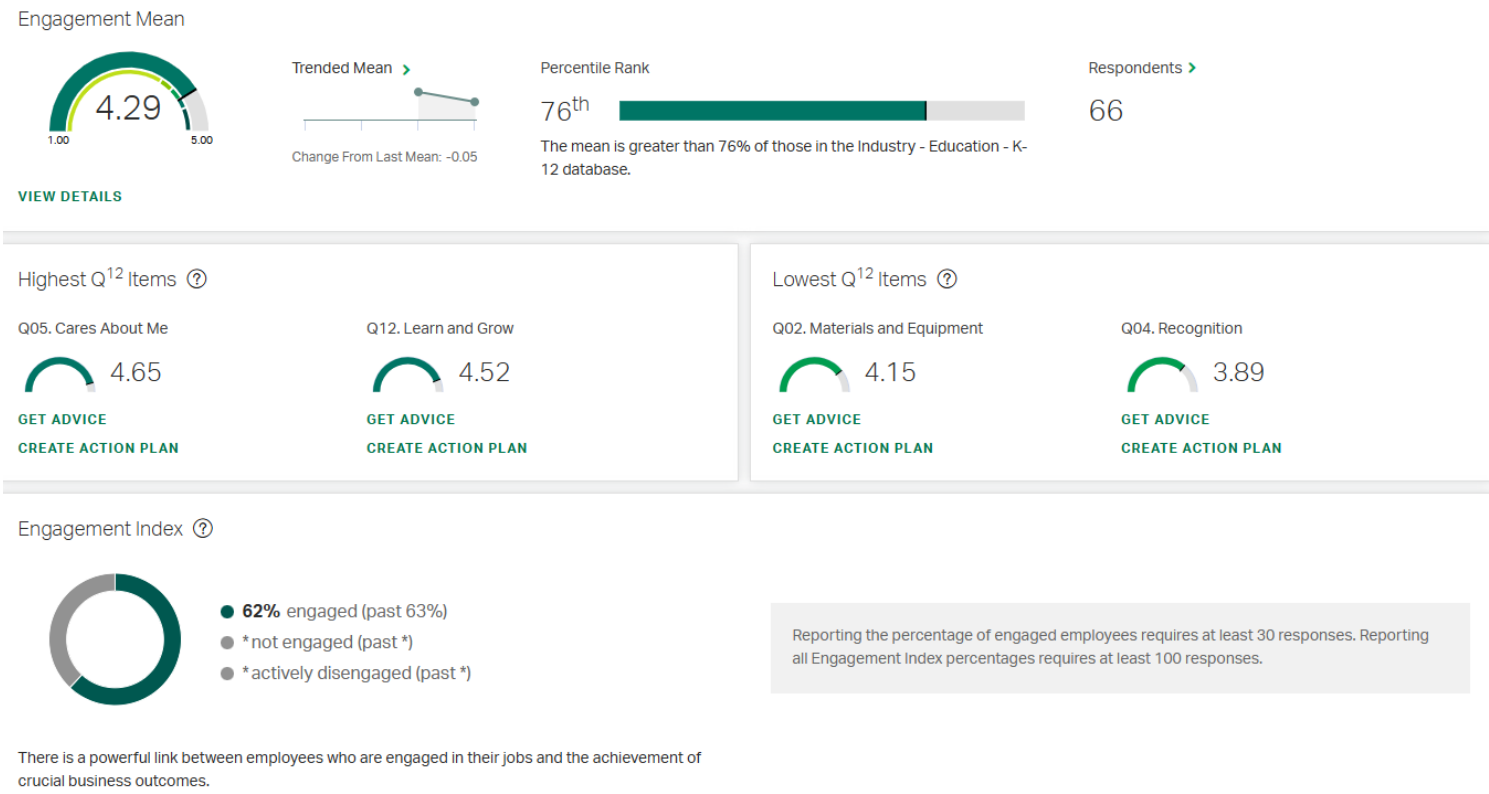
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In our two-way dual language classes, native English-speaking families continue to withdraw their children in grades 2-4, resulting in declining participation and potential imbalance in program composition.
Root Cause: Families are not consistently seeing the long-term academic and linguistic benefits of the dual language program. the campus must proactively showcase successes in both English and Spanish and strengthen targeted family engagement efforts for dual language classes.

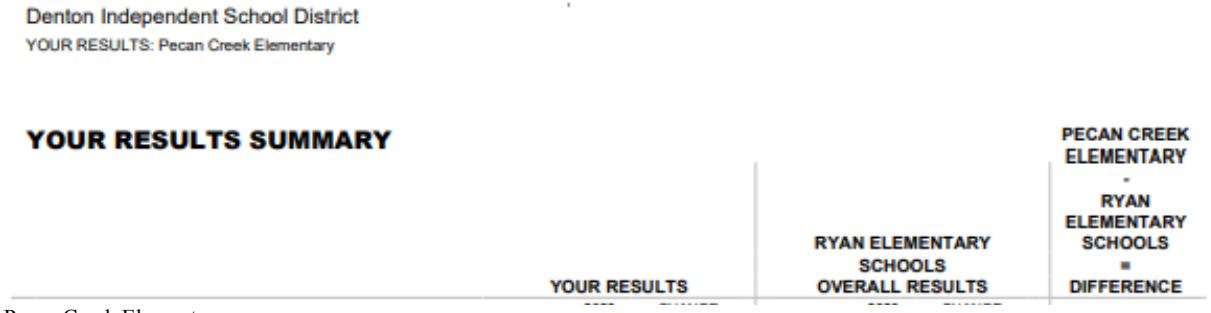
Perceptions

Perceptions Summary

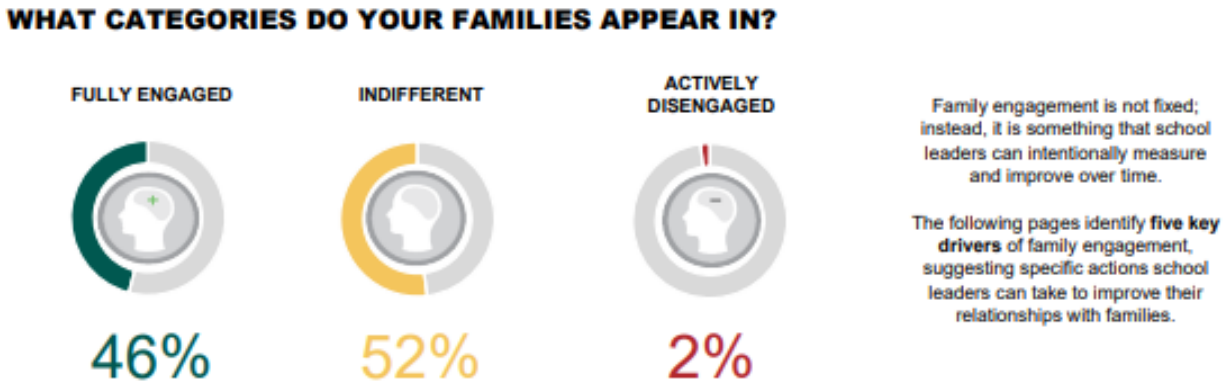
Staff Engagement Survey 2024



Family Engagement Survey 2024



	2023	CHANGE		2023	CHANGE	
SCHOOL ENGAGEMENT	**4.51**	**+0.11**		**4.35**	**+0.09**	**+0.16**
Delivers on promises	4.46	+0.04		4.33	+0.08	+0.13
Feel proud	4.61	+0.13		4.47	+0.11	+0.14
Perfect for my child	4.38	+0.13		4.22	+0.10	+0.16
SCHOOL ENVIRONMENT	**4.47**	**+0.01**		**4.36**	**+0.04**	**+0.11**
Welcoming environment	4.67	+0.07		4.55	+0.12	+0.12
Enjoys being at school	4.52	+0.06		4.42	+0.08	+0.10
Treated with respect	4.38	+0.00		4.31	-0.01	+0.07
Appropriate discipline	4.27	-0.12		4.14	-0.02	+0.13
ACADEMIC STANDARDS	**4.24**	**+0.10**		**4.22**	**+0.08**	**+0.02**
High academic standards	4.32	+0.04		4.32	+0.08	+0.00
Appropriately challenged	4.29	+0.06		4.28	+0.07	+0.01
Homework is about right	4.25	▲ +0.31		4.22	+0.07	+0.03
Opportunities to choose how they learn	4.03	-0.06		4.02	+0.05	+0.01
STRENGTH AND DEVELOPMENT	**4.41**	**+0.04**		**4.41**	**+0.06**	**+0.00**
Make child feel schoolwork is important	4.44	+0.08		4.50	+0.08	-0.06
Someone who encourages development	4.55	-0.02		4.55	+0.02	+0.00
Opportunity to do best every day	4.33	+0.10		4.31	+0.06	+0.02
School is committed to building the strengths	4.34	+0.07		4.31	+0.10	+0.03
SCHOOL COMMUNICATIONS	**4.38**	**+0.10**		**4.33**	**+0.10**	**+0.05**
School provides positive feedback	4.37	+0.11		4.41	+0.11	-0.04
School provides ways for parents/guardians to be involved	4.43	+0.11		4.37	+0.11	+0.06
Teachers and parents/guardians work together	4.47	+0.07		4.41	+0.12	+0.06
Communication is perfect for me	4.24	+0.08		4.13	+0.06	+0.11
SCHOOL LEADERSHIP	**4.58**	**-0.07**		**4.47**	**+0.13**	**+0.11**
Always treats me with respect	4.66	-0.15		4.61	+0.15	+0.05
Creates environment that is trusting and open	4.63	-0.06		4.49	+0.16	+0.14
Are responsive to community concerns	4.54	-0.07		4.45	+0.09	+0.09
Makes me enthusiastic about the future	4.44	+0.03		4.33	+0.12	+0.11



Perceptions Strengths

For staff and families-

- According to Gallup staff engagement surveys, staff feel that someone cares about them at the campus and they are able to learn and grow
- According to Gallup family engagement surveys, school communication and family engagement at school has made improvements
- According to the campus needs assessment, strong teacher collaboration, supportive and welcoming staff relationships, and active parent participation in school activities were identified as strengths in staff and community perception.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Results from the Gallup Employee Engagement Survey indicate lower scores in staff recognition (3.89) and access to necessary materials and supplies (4.15) compared to other engagement areas.
Root Cause: The current processes for acknowledging staff contributions and ensuring adequate resources are not fully meeting employee needs.

Priority Problem Statements

Problem Statement 1: While overall STAAR performance in Reading and Math improved, there is a need to raise the percentage of students achieving at the Meets and Masters levels to ensure higher levels of academic rigor and mastery.

Root Cause 1: We need more intentional and consistent use of assessment data to form flexible instructional groups and deliver targeted, small-group instruction.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Pecan Creek's students' approaches rate on Math STAAR will exceed the district's established minimum expectations for Tier 3 campuses of 74% for 3rd grade, for 72% 4th grade, and 81% for 5th grade.

Evaluation Data Sources: IReady Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Regularly scheduled PLC meetings to address the 4 critical questions of a PLC *PLTs will meet weekly and on PLC days for PLC and planning **Strategy's Expected Result/Impact:** Increased student performance on local and state assessments. Plan for grade level intervention and acceleration planning. Improve Tier I instruction 15 Day Challenges for each grade level and content area Student Progress Monitoring **Staff Responsible for Monitoring:** Teachers, Administrators, Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** classroom supplies and materials - Title I, Part A - $4,300				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Provide grade level subs for targeted math professional development and planning time to increase student engagement and instructional rigor. **Strategy's Expected Result/Impact:** Rigorous and engaging daily lessons Focused small group instruction based on essential learning standards in the classroom and during BEAR time Increased scores on exit tickets and IReady and STAAR assessments **Staff Responsible for Monitoring:** Admin Interventionists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Substitutes for PD and planning - Title I, Part A - $5,000, PD Supplies and Materials - Title I, Part A - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Grade level BEAR time focused on essential learning standards intervention and extension (grades K-5) **Strategy's Expected Result/Impact:** Intervene and extend learning for all students on essential learning standards **Staff Responsible for Monitoring:** admin, grade level teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Campus Interventionist - Title I, Part A - $76,013, Provide students with math and reading instructional materials - Title I, Part A - $5,329				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: While overall STAAR performance in Reading and Math improved, there is a need to raise the percentage of students achieving at the Meets and Masters levels to ensure higher levels of academic rigor and mastery. **Root Cause**: We need more intentional and consistent use of assessment data to form flexible instructional groups and deliver targeted, small-group instruction.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Pecan Creek's students' approaches rate on Reading STAAR will exceed the district's established minimum expectations for Tier 3 campuses of 80% for 3rd grade, for 86% 4th grade, and 83% for 5th grade.

Evaluation Data Sources: IReady Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Regularly scheduled PLC meetings to address the 4 critical questions of a PLC *PLTs will meet weekly and on PLC days for PLC and planning **Strategy's Expected Result/Impact:** Increased student performance on local and state assessments. Plan for grade level intervention and acceleration planning. Improve Tier I and Tier 2 instruction 15 Day Challenges for each grade level and content area Student Progress Monitoring **Staff Responsible for Monitoring:** admin, grade level teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Provide grade level subs for targeted language arts professional development and planning time to increase student engagement and instructional rigor. **Strategy's Expected Result/Impact:** Rigorous and engaging daily lessons Focused small group instruction based on essential learning standards in the classroom and during BEAR time Increased scores on exit tickets and IReady and STAAR assessments **Staff Responsible for Monitoring:** Admin, interventionists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** Student Created Books - Title I, Part A - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Grade level BEAR time focused on essential learning standards intervention and extension (grades K-5) **Strategy's Expected Result/Impact:** Intervene and extend learning for all students on essential learning standards **Staff Responsible for Monitoring:** Admin, grade level teachers, interventionists **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Reading Interventionist - State Compensatory Education (SCE) - $49,885, Reading Interventionist - Title I, Part A - 2556 - $49,885, After School Tutorials - Title I, Part A - $1,500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: While overall STAAR performance in Reading and Math improved, there is a need to raise the percentage of students achieving at the Meets and Masters levels to ensure higher levels of academic rigor and mastery. **Root Cause**: We need more intentional and consistent use of assessment data to form flexible instructional groups and deliver targeted, small-group instruction.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: 46% of Pecan Creek's Emergent Bilingual students will increase their TELPAS composite proficiency score by one measure.

Evaluation Data Sources: TELPAS Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Grade level subs for Dual Language PLTs for planning and aligning curriculum across languages **Strategy's Expected Result/Impact:** Increased TELPAS composite scores **Staff Responsible for Monitoring:** Admin, campus Bil interventionist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Campus/District DL walkthroughs to identify areas of celebration and growth for DL campuses **Strategy's Expected Result/Impact:** Increased TELPAS scores **Staff Responsible for Monitoring:** Administration, campus BIL specialist				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 1: By May 2026, we will strengthen reciprocal family and community partnerships by fostering open communication, shared decision-making.

Evaluation Data Sources: Family Engagement Survey
PTA membership and participation numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Host family and student events that support building family-school relationships (Open House, Generations Lunch, Jolly Jamboree, etc.) and are responsive to family concerns (Hey Dude Nice Shoes- Anti-bullying and pro-kindness) throughout the school year. **Strategy's Expected Result/Impact:** Increased family engagement scores Increased family participation in events **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies & Snacks for Parent Involvement - Title I, Part A - $2,130				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Communicate clearly and frequently with parents through the use of parent conferences, parent newsletters, teacher emails and phone calls, and social media **Strategy's Expected Result/Impact:** Increased family engagement scores Increased family partnerships with campus **Staff Responsible for Monitoring:** administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Use Character Strong Tier 1 an Tier 2 curriculum to provide universal and targeted support to address whole child success. **Strategy's Expected Result/Impact:** Families report stronger two-way communication and clearer understanding of school expectations and values, building trust and shared responsibility for student success. **Staff Responsible for Monitoring:** Admin, school counselor				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 2: By May 2026, we will collaborative with PTA and the community to bring opportunities to Pecan Creek that support student success, build trust, and engage families and community stakeholders as active partners in the educational process.

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 3: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for Pecan Creek Elementary

Total SCE Funds: $85,113.00
Total FTEs Funded by SCE: 100
Brief Description of SCE Services and/or Programs

Tier2 and Tier3 intervention; staff PD facilitator; intervention for HB 1416

Personnel for Pecan Creek Elementary

Name	Position	FTE
Kent Hamilton	Math and Reading Intervention	100

Title I Personnel

Name	Position	Program	FTE
Jessica Beener	Math Instructional Interventionist	Title 1	100

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Kassie Taylor	3rd Grade CLT Rep
Classroom Teacher	Shelly Ragland	Kinder CLT Rep
Parent	Stephanie Frerich	Parent
Classroom Teacher	Hannah Taylor	4th Grade CLT Rep
Administrator	Sandra Zarate	Assistant Principal
Classroom Teacher	Laura High	5th Grade CLT Rep
Secretary/Office Manager	Kindall Yates	Office
Counselor	Kim Ayala	Counselor
Classroom Teacher	Melissa Scott	2nd Grade CLT Rep
Classroom Teacher	Mindi Keese	1st Grade CLT Rep
Classroom Teacher	Jodi Kleppe	Pre K CLT Rep
Classroom Teacher	Kimetra Whitby	Special Ed CLT Rep
Interventionist	Kent Hamilton	Special Programs CLT Rep
Art Teacher	Jennifer Diaz	Essentials CLT Rep
Administrator	Ashley Wright	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Reading Interventionist		$49,885.00
				Sub-Total	$49,885.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	classroom supplies and materials		$4,300.00
1	1	2	Substitutes for PD and planning		$5,000.00
1	1	2	PD Supplies and Materials		$1,500.00
1	1	3	Campus Interventionist		$76,013.00
1	1	3	Provide students with math and reading instructional materials		$5,329.00
1	2	2	Student Created Books		$500.00
1	2	3	Reading Interventionist	2556	$49,885.00
1	2	3	After School Tutorials		$1,500.00
3	1	1	Supplies & Snacks for Parent Involvement		$2,130.00
				Sub-Total	$146,157.00

Denton Independent School District

Providence Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: F

Mission Statement

District Mission: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission: Providence Elementary will develop and cultivate a community of Learners with Pride, Perseverance and Purpose.

Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused, engaged learning environment while educating students to their highest potential.

Value Statement

At Providence Elementary, we believe in cultivating a community where every Patriot strives to grow in character and learning. We **P**ersevere through challenges, show **R**espect to ourselves and others, act with **I**ntegrity, **D**edicate ourselves to excellence, and lead with **E**mpathy. Together, these values guide our words, actions, and decisions, shaping a school culture where every student can learn, thrive, and succeed.

The core values of Providence Elementary are:

Perseverance

Respect

Integrity

Dedication

Empathy

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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 Achievement Gap Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- BOY, MOY, EOY Student Inventory assessments
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

- State developed Interim testing
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- MTSS student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data/surveys

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data
- Parent/Community Data
- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Demographics

Demographics Summary

The Providence Campus Leadership Team reviewed data to complete a Comprehensive Campus Needs Assessment. Current Demographic Data for Providence Elementary is as follows:

Student Demographics

Group	Count	Percent
All	512	100%
Pre-Kindergarten	80	16%
Kindergarten	65	13%
1st Grade	62	12%
2nd Grade	72	14%
3rd Grade	68	13%
4th Grade	83	16%
5th Grade	80	16%
African American	281	56%
Hispanic	113	22%
White	75	15%
Other (Asian, American Indian, 2+ Races)	36	8%
504	13	2.5%
Special Education	96	19%

Staff Demographics

Group	Count	Percent
African American	25	31.65%
Hispanic	7	8.86%
White	40	51%
Other (Asian, American Indian, 2+ Races)	7	8.86%

Demographics Strengths

- Enrollment reduced by 25% from the end of last year to the current school year due to a new school opening.
- Braswell attendance zone and school numbers demonstrate rapid student growth
- Economically disadvantaged numbers have grown.
- Campus diversity of the student body and staff has steadily grown over the last 3-4 years
- Geographical zone has expanded to including new neighborhoods.
- Many new housing subdivisions are currently under construction which will result in continued increases in student enrollment even with Hill Elementary opened.
- Staff feel supported in PD that meets the needs of campus diversity and student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While student enrollment was increasing, student mobility rates have been on a steady incline. The increase in student enrollment led to a rise in social-emotional and academic needs. This has strained available resources and impacting student achievement. The number rf students not meeting grade level expectations have gradually increased straining resources for Tier 2 and Tier 3 supports.
Root Cause: The increase in enrollment has impacted the needs of the campus, but current staffing, budget, and support systems are insufficient to address these demands effectively.

Problem Statement 2: Student groups such as African American, Hispanic, and Economically Disadvantaged are consistently underperforming compared to the all-student population in math and reading.
Root Cause: Limited staffing capacity (e.g., only one certified 5th grade Reading teacher in 2024-25), high student mobility, and turnover in key instructional areas reduce equity in access to high-quality instruction.

Student Learning

Student Learning Summary

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

Data points included the following:

- TELPAS
- STAAR Data 2022-2023, 2023-2024, 2024-2025
- iReady EOY 2024-2025

See Addendums

Students scores had minimal increase in 3rd and 4th grade math and reading academic areas in 23-24 as compared to previous years. 5th grade scores had a significant decline in all areas in 2024-2025. Based on the findings above, we want to be intentional with our PLC work and professional development during the school year to ensure our Tier 1 instruction as well as our Tier 2 and Tier 3 supports are effective. Our campus will focus on how to work together as teams to incorporate strong interventions for students to close gaps. Teachers will benefit from meeting with other teachers to discuss ideas, data, and behavior techniques.

Student Learning Strengths

- Students routinely received Common Formative Assessments
- Multiple students progressed in TELPAS domains
- Students made growth in iReady

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality and rigorous Tier 1 and small group instruction need to be provided to all students, with a focus on at-risk populations in grades PreK-5 in math and reading.
Root Cause: Professional development opportunities needed to support Tier 1 instruction and PLC practices that drive high quality instruction. District resources need to be implemented with fidelity by all staff on campus.

Problem Statement 2 (Prioritized): Students are not demonstrating sufficient growth in STAAR performance, with gaps in mastery of foundational skills in both math and reading.
Root Cause: Inconsistent implementation of Tier 1 instruction and small-group interventions across grade levels has limited student progress; uneven fidelity to district curriculum and limited use of data protocols exacerbate the issue.

Problem Statement 3: While reading scores show growth in some areas, math is consistently below level. Also, 5th grade scores made a substantial decline.

Root Cause: Lack of consistency in 5th grade and turnover of teachers. There was only one certified teacher in 5th grade. Also, data shows a shared protocol is needed for planning and a consistent monitoring program for progress.

School Processes & Programs

School Processes & Programs Summary

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

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

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

Staff Quality, Recruitment, and Retention - Staff Quality, Recruitment, and Retention refers to the school organization's levels 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.

- Campus information is shared using: The Patriot Press Newsletters, Denton ISD website, Providence Elementary website, Providence Patriot Parent Toolkit, Providence Facebook page, Google Classroom and Class Dojo.

Each school year, brings increased changes in staffing. Deliberate and intentional training and supports will be planned, considered, and implemented to onboard and support new staff members. Differentiated professional development will be provided, as well as whole staff effective PLC training. A comprehensive Mentor Program will be developed and rolled out to support new teachers. Engagement will be measured periodically to maintain staff retention.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Creation of a Master Schedule that allows all grade level teachers to collaborate for two hour PLC during the school week
- Creation of a Master Schedule that allows for targeted intervention and accelerated learning time (Two intervention times in 4-5)
- Common assessment data is analyzed during PLCs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Increased use of technology in all classrooms
- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)
- All staff trained in the Class Dojo system
- Willingness of staff to improve technology skills and integrate technology in the classroom

Technology

- Teacher use of Promethean Smart Board panels increased
- Student use of Promethean Smart Board panels increased
- Effective use of technology within the classrooms

School Context and Organization

- Providence has a Leadership Team with staff representation from all grade levels, special education, and support programs
- Staff utilize the Class Dojo App and email to communicate with parents
- Organized duty schedule
- Master schedule allows for implementation of WIN Time (What I Need Time) to allow for intervention, acceleration, and remediation as needed (Two WIN times at some grade levels)
- Safety protocols are followed
- Teachers routinely input student progress monitoring data into electronic campus progress monitoring document
- Follow through of safety protocols
- After school clubs available for students to help build a sense of community

Staff Quality, Recruitment, and Retention

- Professional development hours
- Student teacher program
- Staff recruitment
- Staff reported appreciation for receiving more planning time during scheduled PD days

Programs/Support Personnel

- Dyslexia Therapist (2) to support identified students
- ESL Teacher (shared) to support Emergent Bilingual students and classroom teachers
- Math Interventionist
- Reading Interventionist
- Behavior Specialist (.5)
- Counselor
- Reading Recovery Teachers (1.5)
- Instructional Coach (1)
- Expo Teacher
- K-2 PABS
- 3-5 AFS
- K-2 AFS
- CIS

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Providence has made progress in refining school processes and programs. Walkthrough data shows there is still a need for more consistent implementation and coordination with new initiatives to fully support student and staff continuous growth.
Root Cause: Historically there have been a variety of programs and resources in place. These programs are valuable, however new staff has no exposure to some resources. Due to the high teacher turnover rate, there are inconsistencies in teacher knowledge. Data shows a need for streamlined systems and alignment (i.e. guided reading, running records, PBIS, Denton ISD instructional framework)

Problem Statement 2: Current instructional and intervention systems (PLCs, MTSS, and interventionist support) are inconsistently applied across grade levels and subject areas.

Root Cause: While planning protocols and a common planning space have been established, consistent training, monitoring, and integration of interventionists and coaches into PLC cycles are not yet fully embedded. Special education teachers need more time to collaborate with general education teachers.

Perceptions

Perceptions Summary

Family and Community Involvement - Family and Community Involvement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

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

Staff at Providence Elementary completed an anonymous survey to share input and feelings related to the organization, discipline, processes, and systems. Survey results indicated the following:

Student behavior was a concern and significant challenge for the campus. With a large number of new staff members at the start of the 2024-2025 school year, this may have had an impact on student behavior. A school wide behavior program was implemented and their were some benefits to students and teachers. Continuing this process next year and embedding CHAMPS or PRIDE would help make connections for teachers. Professional development time throughout the school year is necessary to discuss, plan, and implement ways to encourage positive behavior. The use of CHAMPS or similar programs programs focused on unifying behavioral expectations must be implemented with fidelity by all staff members.

School Culture and Climate Perceptions from shared survey:

Staff to Staff

-100% felt a sense of belonging

Comment: Those without planning teams don't have as many opportunities to connect with other staff members.

Safety

- 95 % of staff members feel safe inside of campus most/all of the time, while 85 % feel safe outside of the most/all of the time

Comment: Too many citizens walking their dogs in the area and walking through the playground during recess times.

Comment: We need better lighting around the exterior of the building and in the parking lots- especially before and after school.

Comment: We need fencing around the playground area.

Student to Student

-35.9% agree/greatly agree students treat each other with respect.

-41% disagree that students show behavior that allows teachers to teach and students to learn.

Seven comments: This is an area of particular need-student behavior is a problem. (recommendation-team-building activities by grade level); A schoolwide conversation and plan of action is needed to address this area. School-wide character development program needed.

Comment: Need a program to provide parenting classes/resources, mentors, and tutoring for students.

Student Discipline

85% of staff members feel supported in school discipline most/all of the time

15% of staff members do not feel supported in student discipline matters

Comment: We need standardized procedures/consequences and training for teachers regarding what constitutes an emergency, office referral, or usage of the orange dot form.

Perceptions Strengths

School Culture and Climate Perceptions from shared survey:

Staff to Staff

- 94.9% agree/strongly agree of staff feels supported and gets along with others
- 100% agree/strongly agree of staff feel a sense of belonging
- 84.6% agree/strongly agree of staff enjoys working in teams

Four comments: Kudos to our admin team for turning the culture/climate around. Most feel supported & enjoy working with their team.

Staff to Student

- 76.9% agree/strongly agree that teachers recognize students for good behavior
- 82.1% agree/strongly agree that our school promotes academic success for all students.

One comment: Recognizing positive student behavior is a glow for our school. We could embed Positive Patriot Referrals with the current system.

Safety

- 95% of staff feel safe at school
- 5% have been concerned about their safety at our school.
- 92% agree/strongly agree that if they report unsafe/dangerous behavior it will be taken care of. 8% disagree.
- 95% feel safe entering and leaving the building.

Comment: This is an area of strength-we feel safe at Providence. We love the addition of the gate to stop individuals from driving onto the playground area.

Comment: Additional fencing in the playground area would be beneficial for student safety. Individuals can walk onto the playground from the adjacent houses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stakeholders perceive a lack of consistency in instructional quality, recognition of staff, and proactive supports for student behavior and SEL.
Root Cause: Due to increase mobility students are coming in with trauma and need supports to build a sense of belonging, have their basic needs met, and develop social & academic skills. Communication around academic supports, family engagement, and SEL initiatives (like Character Strong) has been limited, and staff recognition systems are not yet embedded as campus-wide processes.

Problem Statement 2: Family Engagement surveys show a need for stronger connections, resources, and opportunities to partner with the school to support their child's learning.
Root Cause: The campus is still developing systems to leverage CIS and other community partnerships to provide parents with tools, training, and ongoing communication to actively and effectively participate in their child's education.

Priority Problem Statements

Problem Statement 1: Students are not demonstrating sufficient growth in STAAR performance, with gaps in mastery of foundational skills in both math and reading.

Root Cause 1: Inconsistent implementation of Tier 1 instruction and small-group interventions across grade levels has limited student progress; uneven fidelity to district curriculum and limited use of data protocols exacerbate the issue.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: High quality and rigorous Tier 1 and small group instruction need to be provided to all students, with a focus on at-risk populations in grades PreK-5 in math and reading.

Root Cause 2: Professional development opportunities needed to support Tier 1 instruction and PLC practices that drive high quality instruction. District resources need to be implemented with fidelity by all staff on campus.

Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS 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
- Study of best practices

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Providence Elementary will exceed Tier 4 minimum expectations in Math by May 2026, with at least 68% of 3rd graders, 67% of 4th graders, and 74% of 5th graders achieving approaches grade level or higher on the STAAR Math assessment.

High Priority

Evaluation Data Sources: -Primary Numeracy Assessment Scores (BOY, MOY, EOY)
-Math Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Edugence)
-Monthly I-Ready Math Assessments
-Student Data Binders
-Grade Level/Teacher Intervention and WIN Time Plans/HB 1416 Documentation
-STAAR Interim
-STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will provide high quality Tier 1 instruction for all students by using district approved curriculum and instructional resources and engage in collaborative team planning utilizing a common team protocol with the support of the district deployed instructional coach. **Strategy's Expected Result/Impact:** Weekly classroom walkthroughs with campus adminsitrators, area superintendent and content coordinators as available. High quality Tier I instruction and increased student achievement. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Classroom Teachers -Interventionists -Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Providence Elementary teams will participate in data driven PLTs where teachers will review student progress on Math Essential & Readiness Standards, analyze student work, and plan for intentional small group instruction. The intentional small group instruction will take place during the daily intervention time (WIN time) that is part of the master schedule. **Strategy's Expected Result/Impact:** Teachers will increase instructional knowledge and plan instruction based on data. Students will increase performance on math essential standards and problem solving, as evidenced by Patriot Progress Monitoring digital tool, Common Formative Assessments, iReady Diagnostics and Mastery Checks, District Assessments, and STAAR. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Classroom Teachers -Instructional Coach - Campus Interventionists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Math Interventionist/Coach will design and deliver Tier 2 and Tier 3 Math instruction to students of concern based on the BOY, MOY and EOY assessments. The Math interventionist/coach will design and deliver professional development, modeling, and Tier 1 coaching cycles to teachers in grades 2-5 with support from the district deployed instructional coach. **Strategy's Expected Result/Impact:** All students will increase growth from BOY to EOY as evidenced by the assessments and screeners. Students will meet their annual stretch growth on iReady. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Math Interventionist Teacher - Title I, Part A - $88,775				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: All math teachers will attend all District math PD related to their grade level teaching assignment. Teachers will implement strategies and content knowledge learned from the PD. Research Based Instructional Strategies will be expected to be implemented. **Strategy's Expected Result/Impact:** Weekly Classroom Walkthroughs conducted by Area Superintendent and Campus Administratros. Increased student achievement, as evidenced by standards based mastery checks. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -District Coach -Interventionists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Providence administrators will conduct weekly walkthrough/feedback cycles using district-developed storyboards and strategy cards to ensure instructional alignment and support continuous improvement. **Strategy's Expected Result/Impact:** Ensure consistent implementation of high-impact instructional strategies across classrooms Provide timely, targeted feedback to teachers Promote reflective teaching practices and professional growth Strengthen instructional alignment with district goals and curriculum standards Improve student engagement and academic outcomes through instructional consistency Administrator calendar **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Providence Elementary will exceed Tier 4 minimum expectations in Reading by May 2026, with at least 76% of 3rd graders, 83% of 4th graders, and 78% of 5th graders achieving approaches grade level or higher on the STAAR Reading assessment.

High Priority

Evaluation Data Sources: -iReady Mastery Checks
-Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Edugence)
- Fountas and Pinnell
-STAAR Interim
-STAAR Scores
-Student Data Binders
-Grade Level/Teacher Intervention and WIN Time Plans/Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will provide high quality Tier 1 instruction for all students using district approved curriculum and instructional resources and engage in collaborative team planning utilizing a common team protocol. **Strategy's Expected Result/Impact:** -Student reading levels will increase monthly. -iReady assessment scores will demonstrate student growth - Students identified as meeting reading expectations will increase by a minimum of 20% on Campus Progress Monitoring Tool, common formative assessments, district assessments, and STAAR. PreK and Kindergarten students will show growth mastery of foundational reading skills **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Interventionists -Campus Instructional Coach -Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** F & P Benchmark Assessment Materials - Title I, Part A - $1,600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Providence Elementary teams will participate in data driven PLTs where teachers will review student progress on Reading Essential & Readiness Standards, analyze student work, and plan for intentional small group instruction. The intentional small group instruction will take place during the daily intervention time (WIN time) that is part of the master schedule. **Strategy's Expected Result/Impact:** Teachers will increase instructional knowledge and plan instruction based on data. Students will increase performance on reading essential standards, as evidenced by Patriot Progress Monitoring digital tool, Common Formative Assessments, iReady, TxKea, District Assessments, and STAAR. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Classroom Teachers -Instructional Coach - Campus Interventionists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Substitutes for Planning, PLT - Title I, Part A - $3,628				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Reading Interventionist/Coach will design and deliver Tier 2 and Tier 3 Reading instruction to students of concern based on the BOY, MOY and EOY assessments. The Reading interventionist/coach will design and deliver professional development, modeling, and Tier 1 coaching cycles to teachers in grades 2-5 with support from the district deployed instructional coach. **Strategy's Expected Result/Impact:** For students not meeting reading standards on district Beginning of Year Assessments, students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY F&P, iReady stretch growth , STAAR growth measure, and common formative assessments. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Reading Interventionist Teacher - Title I, Part A - 2556 - $39,156, Reading Interventionist Teacher - State Compensatory Education (SCE) - $39,156				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Reading teachers will attend all District reading PD related to their grade level teaching assignment. Teachers will attend all trainings deemed essential by the instructional leadership team based on their tier. Teachers will implement strategies and content knowledge learned from the PD. Research Based Instructional Strategies will be expected to be implemented. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement and engagement, as evidenced by campus, district, state assessments, and walkthrough data. **Staff Responsible for Monitoring:** -Classroom Teachers -Principal -Assistant Principal -Instructional Coaches/Interventionists **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Virtual PLC package to streamline PLT meetings - Title I, Part A - $700				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Providence administrators will conduct weekly walkthroughs using district-developed storyboards and strategy cards to ensure instructional alignment and support continuous improvement. **Strategy's Expected Result/Impact:** Ensure consistent implementation of high-impact instructional strategies across classrooms Provide timely, targeted feedback to teachers Promote reflective teaching practices and professional growth Strengthen instructional alignment with district goals and curriculum standards Improve student engagement and academic outcomes through instructional consistency **Staff Responsible for Monitoring:** Ensure consistent implementation of high-impact instructional strategies across classrooms Provide timely, targeted feedback to teachers Promote reflective teaching practices and professional growth Strengthen instructional alignment with district goals and curriculum standards Improve student engagement and academic outcomes through instructional consistency **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, Providence will achieve quality teacher retention by a minimum of 90%.

Evaluation Data Sources: - Exit Surveys
- Teacher retention report

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Providence Student & Staff Engagement Committee will work collaboratively with campus administrators to gather feedback from Patriot staff on preferred methods of recognition and will further work to implement feedback to increase the level of recognition staff members receive for their work. **Strategy's Expected Result/Impact:** Employee Engagement scores related to staff members feeling recognized and appreciated will increase showing a minimum of 90% of staff members feel recognized and appreciated for their work. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor -Campus Leadership Team -Team Leaders -Sunshine Committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Classroom teachers and campus staff will shout out one another by means of submitting Positive Difference Maker and/or Staff Spotlights for those who display campus core values or who have made a positive difference in the day of a colleague. **Strategy's Expected Result/Impact:** -A minimum of 90% of staff will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2026. -End of year culture and climate survey will yield a minimum increase of 15% points in the area of staff feeling a sense of belonging and appreciation. **Staff Responsible for Monitoring:** -Assistant Principal -Principal -Campus Leadership Team -Campus Student & Family Engagement Committee -Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Providence Elementary guiding coalition will implement the Leverage Leadership student culture components identified as "minute by minute plans" to target processes to ensure consistency and clear guidelines for behavior expectations. **Strategy's Expected Result/Impact:** 100% of teachers will know what is expected of them. "Minute by minute" plans written and reviewed with staff during ongoing PD sessions **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By the end of the 2025-2026 school year, Providence Elementary will have a minimum of 100 students receive support through Communities In School and there will be a 25% decrease in student office referrals .

Evaluation Data Sources: CIS Caseload
CIS Data Tracker
Family Event Sign-In Sheets
Behavior Specialist Time Spent Spreadsheet
Office Referral Behavior Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Providence Elementary leadership team will collaborate and integrate the Communities In Schools (CIS) program to the campus culture and services provided to students. The CIS staff, behavior specialists, and counselors will work together to embed grade-level MTSS meetings to identify students in need of academic or social-emotional support. Ongoing check-ins with campus leadership will ensure aligned services, while CIS leverages collected information to partner with community organizations, expanding supports such as tutoring, mental health resources, and basic needs through parent engagement events. **Strategy's Expected Result/Impact:** Increase in parent involvement and engagement. At least 75% of families will attend one family event throughout the school year. **Staff Responsible for Monitoring:** CIS Site Coordinator Administration Counselor Student & Staff Engagement Committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** Behavior Specialist - Title I, Part A - $38,687, Communities in Schools - Title I, Part A - $25,000, Parent Involvement Supplies & Snacks - Title I, Part A - $2,654				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Utilize a campus behavior specialist part time as key supports for student academic and social-emotional success. The Behavior Specialist, Counselor and CIS social worker will use behavior data and students of concern meetings to identify student needs, deliver targeted support that builds expected behaviors and enhanced communication skills. **Strategy's Expected Result/Impact:** Reduce office referrals and amount of time students spend outside of the classroom learning environment. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor -Behavior Specialist -CIS **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Teachers will provide high quality Tier 1 instruction for all students by using district approved curriculum and instructional resources and engage in collaborative team planning utilizing a common team protocol with the support of the district deployed instructional coach.
1	1	2	Providence Elementary teams will participate in data driven PLTs where teachers will review student progress on Math Essential & Readiness Standards, analyze student work, and plan for intentional small group instruction. The intentional small group instruction will take place during the daily intervention time (WIN time) that is part of the master schedule.
1	1	3	Math Interventionist/Coach will design and deliver Tier 2 and Tier 3 Math instruction to students of concern based on the BOY, MOY and EOY assessments. The Math interventionist/coach will design and deliver professional development, modeling, and Tier 1 coaching cycles to teachers in grades 2-5 with support from the district deployed instructional coach.
1	1	4	All math teachers will attend all District math PD related to their grade level teaching assignment. Teachers will implement strategies and content knowledge learned from the PD. Research Based Instructional Strategies will be expected to be implemented.
1	2	1	Teachers will provide high quality Tier 1 instruction for all students using district approved curriculum and instructional resources and engage in collaborative team planning utilizing a common team protocol.
1	2	2	Providence Elementary teams will participate in data driven PLTs where teachers will review student progress on Reading Essential & Readiness Standards, analyze student work, and plan for intentional small group instruction. The intentional small group instruction will take place during the daily intervention time (WIN time) that is part of the master schedule.
1	2	3	Reading Interventionist/Coach will design and deliver Tier 2 and Tier 3 Reading instruction to students of concern based on the BOY, MOY and EOY assessments. The Reading interventionist/coach will design and deliver professional development, modeling, and Tier 1 coaching cycles to teachers in grades 2-5 with support from the district deployed instructional coach.
2	1	3	Providence Elementary guiding coalition will implement the Leverage Leadership student culture components identified as "minute by minute plans" to target processes to ensure consistency and clear guidelines for behavior expectations.
3	1	1	Providence Elementary leadership team will collaborate and integrate the Communities In Schools (CIS) program to the campus culture and services provided to students. The CIS staff, behavior specialists, and counselors will work together to embed grade-level MTSS meetings to identify students in need of academic or social-emotional support. Ongoing check-ins with campus leadership will ensure aligned services, while CIS leverages collected information to partner with community organizations, expanding supports such as tutoring, mental health resources, and basic needs through parent engagement events.
3	1	2	Utilize a campus behavior specialist part time as key supports for student academic and social-emotional success. The Behavior Specialist, Counselor and CIS social worker will use behavior data and students of concern meetings to identify student needs, deliver targeted support that builds expected behaviors and enhanced communication skills.

Title I Personnel

Name	Position	Program	FTE
Andrea Byars	Reading Interventionist	Reading	1.0 FTE
Davie White	Behavior Specialist	Behavior	0.5 FTE
Dayna Richardson	Site Coordinator	CIS	
Janie Stitts	Math Interventionist	Math	0.5 FTE

Campus Based Leadership Team

Committee Role	Name	Position
Parent Representative	Alexandria Romero	Parent
CIS Site Coordinator	Dayna Richardson	CIS
Paraprofessional	Veronica Hattar	Paraprofessional
Paraprofessional	Bre Stowe	Paraprofessional
Community/School Safety Representative	Velvet Brown	Campus SRO
Classroom Teacher	Shenya Jordan	4th Grade Teacher
Classroom Teacher	Synthany Berry	5th Grade Teacher
Non-classroom Professional	Andrea Byars	Interventionist
Non-classroom Professional	Janie Stitts	Interventionist
Parent Representative	Stephanie Campbell	Parent
Community Representative	Brian Roberson	Providence Village City Manager
Classroom Teacher	Jadette Siler	PreK Grade Teacher
Classroom Teacher	Jasmine Booth	Special Education Classroom Teacher
Classroom Teacher	Haley Kim	3rd Grade Teacher
Classroom Teacher	Christina Bridges	Kinder Teacher
Non-classroom Professional	Candice Hutchings	Counselor
Administrator	Melissa Bates	Principal
Assistant Principal	Christina Weiper	Assistant Principal

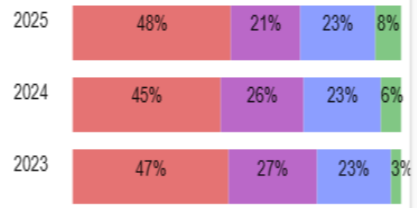
Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Reading Interventionist Teacher		$39,156.00
				Sub-Total	$39,156.00

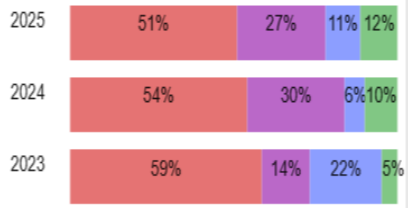
Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Math Interventionist Teacher		$88,775.00
1	2	1	F & P Benchmark Assessment Materials		$1,600.00
1	2	2	Substitutes for Planning, PLT		$3,628.00
1	2	3	Reading Interventionist Teacher	2556	$39,156.00
1	2	4	Virtual PLC package to streamline PLT meetings		$700.00
3	1	1	Behavior Specialist		$38,687.00
3	1	1	Parent Involvement Supplies & Snacks		$2,654.00
3	1	1	Communities in Schools		$25,000.00
				Sub-Total	$200,200.00

Addendums

Mathematics - 03



Mathematics - 04



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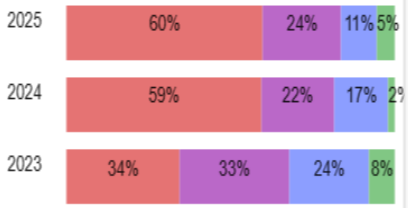

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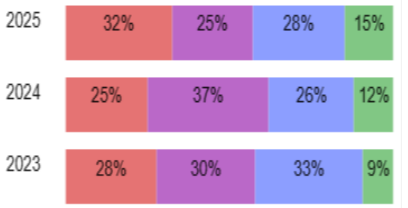
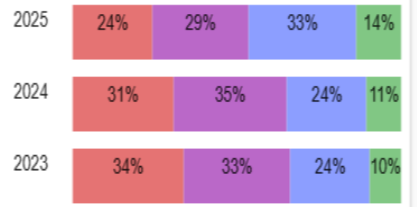


Reading - 04



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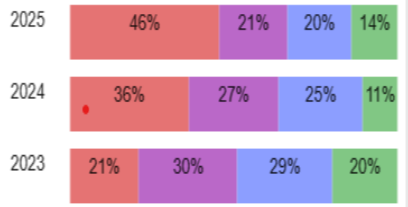
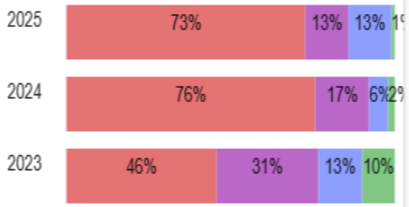
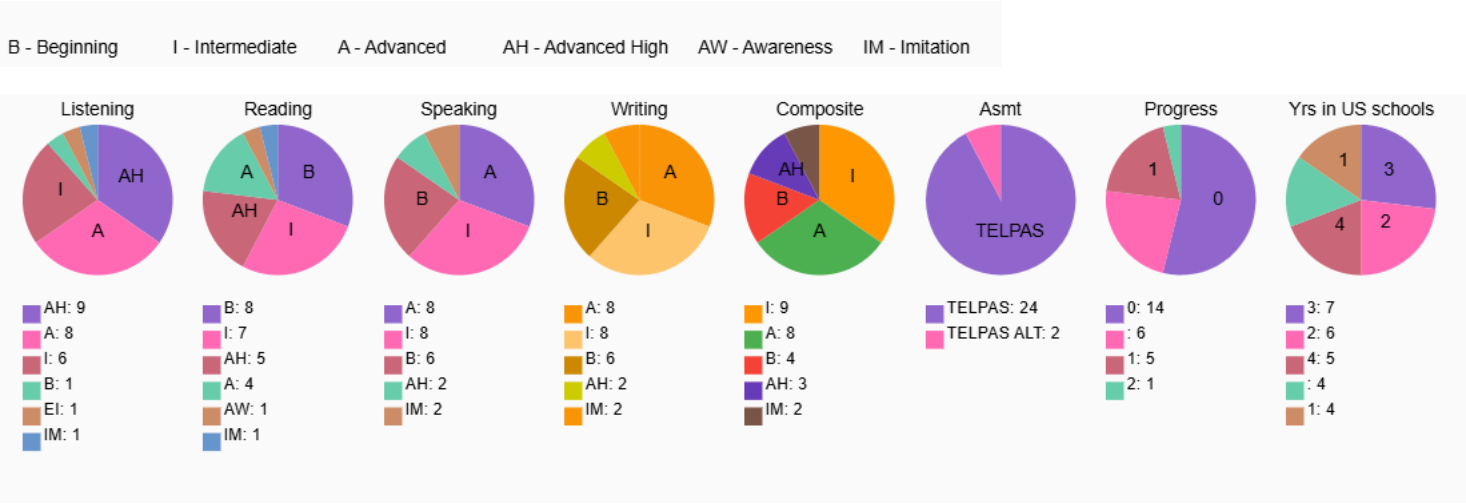


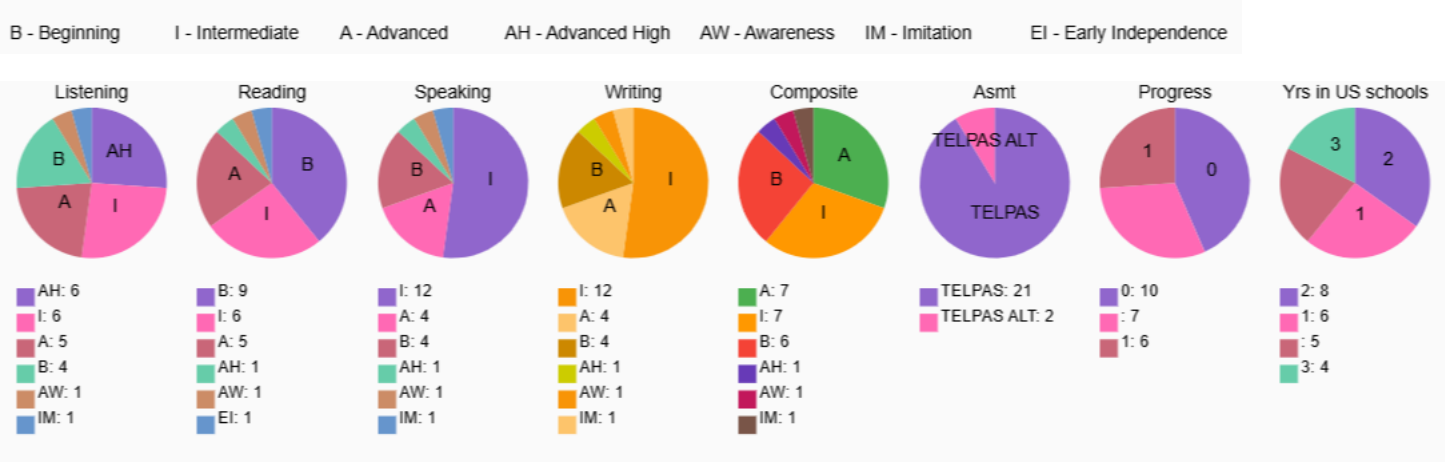
Science - 05



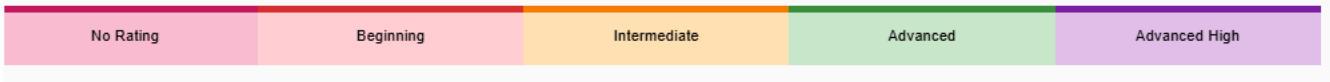
2025


B - Beginning
I - Intermediate
A - Advanced
AH - Advanced High
AW - Awareness
IM - Imitation
Listening
AH: 9
A: 8
I: 6
B: 1
EI: 1
IM: 1
Reading
B: 8
I: 7
AH: 5
A: 4
AW: 1
IM: 1
Speaking
A: 8
I: 8
B: 6
AH: 2
IM: 2
Writing
A: 8
I: 8
B: 6
AH: 2
IM: 2
Composite
I: 9
A: 8
B: 4
AH: 3
IM: 2
Asmt
TELPAS: 24
TELPAS ALT: 2
Progress
0: 14
: 6
1: 5
2: 1
Yrs in US schools
3: 7
2: 6
4: 5
: 4
1: 4

2024


B - Beginning
I - Intermediate
A - Advanced
AH - Advanced High
AW - Awareness
IM - Imitation
EI - Early Independence
Listening
AH: 6
I: 6
A: 5
B: 4
AW: 1
IM: 1
Reading
B: 9
I: 6
A: 5
AH: 1
AW: 1
EI: 1
Speaking
I: 12
A: 4
B: 4
AH: 1
AW: 1
IM: 1
Writing
I: 12
A: 4
B: 4
AH: 1
AW: 1
IM: 1
Composite
A: 7
I: 7
B: 6
AH: 1
AW: 1
IM: 1
Asmt
TELPAS: 21
TELPAS ALT: 2
Progress
0: 10
: 7
1: 6
Yrs in US schools
2: 8
1: 6
: 5
3: 4

2023

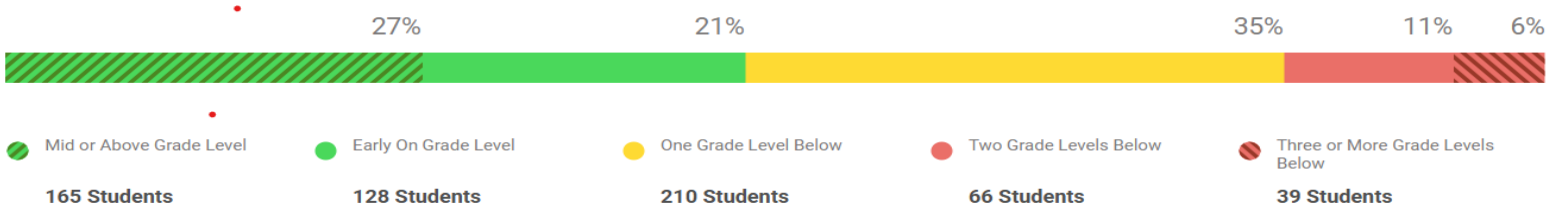


3rd 2025

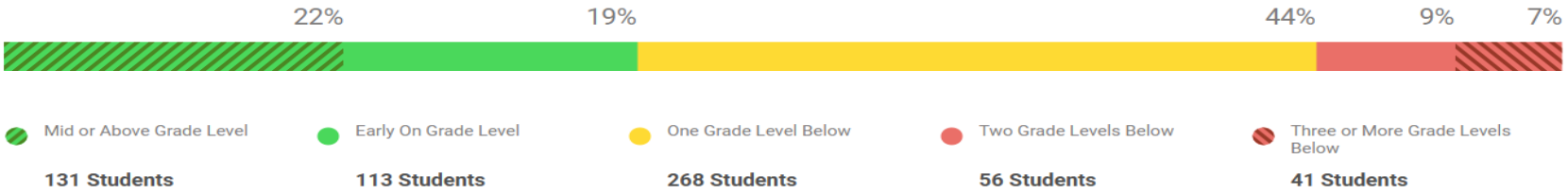
4th 2025

5th 2025

Campus Level EOY iReady Reading Diagnostic 2024-2025



Campus Level EOY iReady Math Diagnostic 2024-2025



Campus Level EOY iReady Reading Diagnostic 2024-2025: 2nd-4th Grade

Grade 2	27%	23%	37%	14%	0%	93/93
Grade 3	38%	25%	16%	10%	11%	114/114
Grade 4	30%	17%	39%	5%	9%	102/104

Campus Level EOY iReady Math Diagnostic 2024-2025: 2nd-4th Grade

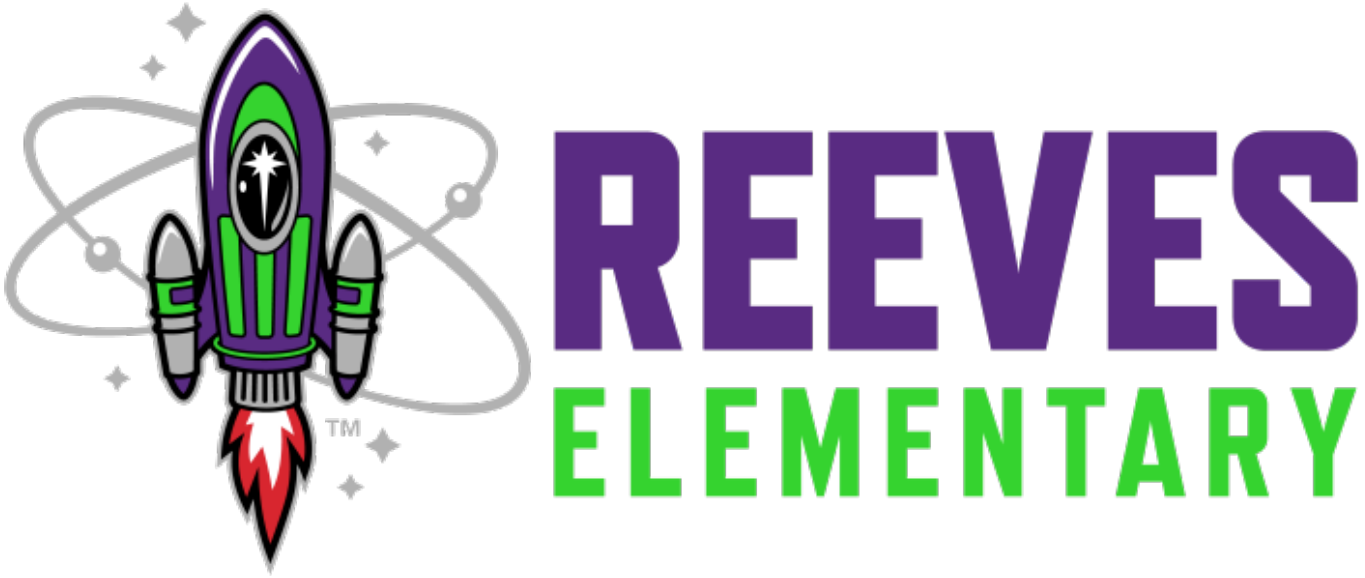
Grade 2	22%	29%	35%	14%	0%	93/93
Grade 3	25%	22%	37%	7%	10%	114/114
Grade 4	23%	20%	37%	12%	8%	103/104

Denton Independent School District

Anita Reeves Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

At Reeves Elementary, we create a welcoming and supportive community where students, staff, and families learn and grow together. Through collaboration, innovation, and authentic STEM learning experiences, we empower students to take ownership of their learning, build confidence, and develop leadership skills that prepare them for a lifetime of success.

Vision

Reeves Elementary is a vibrant community where every child is supported, included, and empowered to discover, achieve, and lead.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reeves Elementary is a brand-new STEM campus in Denton ISD, built on the belief that strong community connections are the foundation of student success. We are dedicated to creating a welcoming environment where families and community members feel valued and actively involved in their child's education. Our focus on Science, Technology, Engineering, and Math is paired with collaboration, innovation, and authentic learning experiences that prepare students for the future.

Our school community reflects the rich diversity of Denton ISD:

- **Gender:** 52% male, 47% female
- **Programs & Services:** 9% Gifted & Talented, 13% Emergent Bilingual, 19% Special Education, 3% Section 504
- **Economic Background:** 78% Economically Disadvantaged
- **Ethnicity:** 31% African American, 30% Hispanic, 30% White, 8% Asian, 1% American Indian

At Reeves Elementary, we are not only building a school—we are building a community where every student is empowered to learn, grow, and thrive.

Demographics Strengths

Reeves Elementary is a brand new campus. Currently a strength in our demographics has been family involvement for school events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Reeves Elementary our students and families do not know each other and are all new to Reeves.
Root Cause: Reeves Elementary is a brand new campus with students that have transferred in from all over DISD and students that were rezoned from multiple campuses in DISD.

Student Learning

Student Learning Summary

Reeves Elementary is a brand new campus. Our current 4th and 5th grade STAAR scores from incoming students shows:

Current 5th Grade Math Students

46% Did not Meet

17% Approaches

21% Meets

16% Masters

Current 5th Grade ELA Students

25% Did not Meet

30% Approaches

27% Meets

17% Masters

Current 4th Grade Math Students

34% Did not Meet

23% Approaches

25% Meets

18% Masters

Current 4th Grade ELA Students

20% Did not Meet

18% Approaches

35% Meets

26% Masters

Student Learning Strengths

Reeves Elementary is a brand new campus. According to student STAAR data our students are stronger in ELA than they are in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student math and reading scores are below the state average.
Root Cause: Students are in need of targeted intervention to close learning gaps as well as strong Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

We are a brand new campus. We are working this year to gain our National STEM certifications. Our Guiding Coalition, CLT and communities help drive campus needs based on student data and trends overtime. As a brand new campus we are establishing our systems for professional development as well as MTSS.

School Processes & Programs Strengths

As a brand new campus we are establishing our processes and programs through a collaborative effort with Guiding Coalition, CLT and Committees.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are a brand new campus and we are in need of strong processes and programs to ensure student success.
Root Cause: We are a brand new campus and we are creating our systems from scratch.

Perceptions

Perceptions Summary

Reeves Elementary is a brand new campus. We do not have current data to show community perception.

Perceptions Strengths

Reeves is a brand new campus. Currently the number of families attending our events and that follow our social media suggests we are building strong family connections.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a brand new campus we don't know our families and students yet.
Root Cause: Reeves is a brand new campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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

Employee Data

- Professional learning communities (PLC) data

Compass Points

Compass Point 1: Excellence in Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation score of 63% in Approaches for 3rd grade math STAAR performance, 60% in Approaches for 4th grade math STAAR performance and 71% in Approaches for 5th grade math STAAR performance.

Evaluation Data Sources: Progress Monitoring for math
STAAR Interims
STAAR
i-Ready Diagnostics and Student Mastery Checks

Strategy 1 Details	Reviews			
Strategy 1: Blocked PLT Time each month for staff to collaborate and take action on student data.	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Every child at Reeves Elementary has a data binder they have ownership of and that communicates their learning on essential standards.	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Ensure implementation of the district's written curriculum and STEM best practices.	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Use 100% of the district common assessments and monitor results to adjust for instruction.	Formative			Summative
	Dec	Mar	May	May

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: All grade levels K-5 will have a dedicated intervention time 4 days a week. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Admin, team leads and Guiding Coalition				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: All grade levels will follow research based instructional practices and models. **Strategy's Expected Result/Impact:** increased student achievement **Staff Responsible for Monitoring:** Admin, Guiding Coalition, All staff that provide instruction to students. This strategy will be monitored through a co-created campus walk through form.				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation score of 68% in Approaches for 3rd grade ELA STAAR performance, 77% in Approaches for 4th grade ELA STAAR performance and 74% in Approaches for 5th grade ELA STAAR performance.

Evaluation Data Sources: Progress Monitoring for ELA
STAAR Interims
STAAR
i-Ready Diagnostics and Student Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: All grade levels K-5 will have a dedicated intervention time 4 days a week. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Admin, team leads and Guiding Coalition				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All grade levels will follow research based instructional practices and models. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Admin, Guiding Coalition, All staff that provide instruction to students. This strategy will be monitored through a co-created campus walk through form.				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 3: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation score of 48% in Approaches for 5th grade Science STAAR performance.

Evaluation Data Sources: Progress Monitoring for Science
STAAR Interim
STAAR
District Mastery Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: All grade levels K-5 will have a dedicated intervention time 4 days a week. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Admin, team leads and Guiding Coalition				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All grade levels will follow research based instructional practices and models. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Admin, Guiding Coalition, All staff that provide instruction to students. This strategy will be monitored through a co-created campus walk through form.				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 4: At Reeves Elementary 100% of students will have opportunities to be engaged in extracurriculars.

Evaluation Data Sources: Clubs Offered
Student Enrollment in Clubs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Offering Clubs before school, afterschool and during school hours to ensure all student have an opportunity to take part in an extracurricular club. **Strategy's Expected Result/Impact:** Increased student engagement, improved attendance and campus culture. **Staff Responsible for Monitoring:** All staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Every child will be placed in a STEM focused house for the Reeves House System **Strategy's Expected Result/Impact:** Improved attendance, student engagement and positive student culture **Staff Responsible for Monitoring:** All Staff including House Leaders				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 5: By the end of the 25-26 school year, 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words, as evidenced by CLI engage.

Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Small group intervention on letter ID, sounds, and blends will be implemented. **Strategy's Expected Result/Impact:** Intervention will increase the percentage of students who can identify letters and produce and blend sounds. **Staff Responsible for Monitoring:** Teachers and Admin				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence in Student Outcomes

Performance Objective 6: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence in Student Outcomes

Performance Objective 7: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026 the percentage of staff that are highly engaged at Reeves Elementary will exceed 50%.

Evaluation Data Sources: Gallup district survey

Strategy 1 Details	Reviews			
Strategy 1: Quarterly staff team building activities	Formative			Summative
Strategy's Expected Result/Impact: Staff bonding that allows for trust and collaboration on campus **Staff Responsible for Monitoring:** Sunshine Committee Admin Team Leaders	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Clear communication and expectations through systems that allow for feedback, transparency and consistency such as monthly team lead newsletters, bi-weekly staff newsletters, bi-weekly staff meetings.	Formative			Summative
Strategy's Expected Result/Impact: Staff engagement and clear understanding of expectations as well as a culture where staff feel seen, heard and valued. **Staff Responsible for Monitoring:** Admin, Guiding Coalition, Sunshine Committee and Team Leads.	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Staff partnership with the Reeves PTA	Formative			Summative
Strategy's Expected Result/Impact: Achieving the Golden Apple Award for all staff members joining the Reeves PTA . **Staff Responsible for Monitoring:** Guiding Coalition	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Opportunities for staff recognition through staff spotlights nominated by peers, families and administration.	Formative			Summative
Strategy's Expected Result/Impact: Increased staff engagement **Staff Responsible for Monitoring:** Guiding Coalition, Admin and Sunshine Committee	Dec	Mar	May	May

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Opportunities for staff to lead through joining campus committees such as PBIS, Sunshine, House System, Guiding Coalition and Campus Leadership Team. **Strategy's Expected Result/Impact:** Increased staff engagement and ownership in Reeves Elementary **Staff Responsible for Monitoring:** Admin and committees				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Mentorship opportunities for veteran staff to mentor new staff **Strategy's Expected Result/Impact:** Increased engagement and retention of new staff **Staff Responsible for Monitoring:** Mentors and admin				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: By May of 2026, 100% of students, will know the L.A.U.N.C.H expectations.

Evaluation Data Sources: Formal and informal data . Student survey.

Strategy 1 Details	Reviews			
Strategy 1: Using the LAUNCH expectations as a part of our daily conversation and culture. LAUNCH will be used visually in the building as well as on the news, during Rocket Rallies and part of our House System for points.	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Use LAUNCH for student awards such as Stellar Student and in grade level awards. **Strategy's Expected Result/Impact:** Students will know LAUNCH expectations and work to meet them.	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Positive office referrals using LAUNCH expectations **Strategy's Expected Result/Impact:** Students celebrated for following LAUNCH and increased student engagement as well as decreased office referrals for behavior. **Staff Responsible for Monitoring:** Admin and Staff	Formative			Summative
	Dec	Mar	May	May

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 2: By May of 2026, 100% of parents, will know the L.A.U.N.C.H expectations.

Evaluation Data Sources: Parent survey.

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 3: By May of 2026, 100% of staff, will implement the L.A.U.N.C.H expectations daily.

Evaluation Data Sources: Staff survey, formal and informal data collection.

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 4: In the 25-26 school year, Reeves Elementary will host one PTA community event per month to support our goal of building a strong community that is connected and feels welcome at Reeves.

Evaluation Data Sources: RSVP's to events
Event Calendar

Strategy 1 Details	Reviews			
Strategy 1: Community Feast in November to give back to our volunteers and show our appreciation for their engagement at Reeves.	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Community events paired with PTA meetings to keep families informed and engaged in what is going on a Reeves.	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Earning the PTA membership award, Voice for Every Child. **Strategy's Expected Result/Impact:** Memberships that match the number of students we have attending Reeves. Increased parent engagement and connection with PTA and our school community. **Staff Responsible for Monitoring:** Admin, team leads and guiding coalition	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Quarterly spirit nights to help fundraise and build connections with the community. **Strategy's Expected Result/Impact:** Increased parent engagement and fundraising for monthly family programs.	Formative			Summative
	Dec	Mar	May	May

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 5: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Denton Independent School District

Rivera Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Tomas Rivera Elementary will utilize best practices to promote academic excellence.

Vision

Rivera will inspire students to be engaged citizens, problem solvers, and progressive learners who exceed expectations.

Value Statement

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established: 1994
Mascot: Stars
Colors: Royal Blue, Silver and Gold

Tomas Rivera Elementary School in Denton ISD is a Title I campus with 90% of the students participating in free or reduce lunch. Tomas Rivera has a one-way dual language program. The campus serves students in grades PK-5 and serves approximately 720 students enrolled in 2025-2026 school year. In comparison with our district, Rivera is one of the most diverse campuses in the district. Our community consists of parents living in apartment buildings and homes, mobile homes.

Student Demographics:	
African American	32%
Hispanic	49%
White	13%
Two or More	5.0%

Demographics Strengths

Tomas Rivera Elementary School has a multitude of demographic strengths including:

- Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families.
- Rivera has a diverse demographic that allows for the celebration of diversity with the multicultural programs and inclusivity.
- Rivera Elementary is a one way dual language campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically and behaviorally.
Root Cause: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations at school.

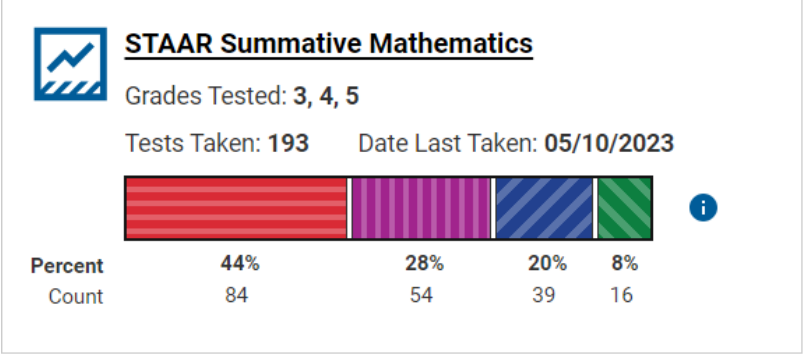
Problem Statement 2: There continues to be academic gaps for some student populations.
Root Cause: Lack of school experience and trauma for some students are causing behavior challenges.

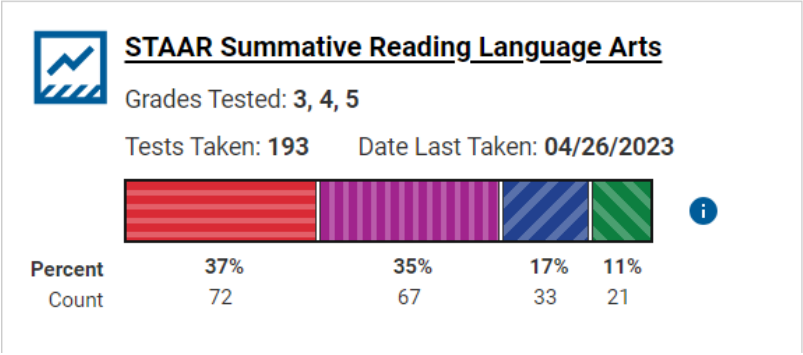
Student Learning

Student Learning Summary

Rivera staff has committed to becoming a Professional Learning Community. There are systems in place to allow teachers time to plan for assessing, teaching, and intervention, as well as systems to monitor student progress through MTSS.

Data points considered: progress monitoring sheets by grade level, reading level growth, STAAR, district benchmarks, common assessments, report card assessments.





Student Learning Strengths

There are effective strategies and practices to support high quality student learning and intervention:

- Instructional Framework that includes Assessment for Learning Strategies, Professional Learning Teams, and Understanding by Design

- Workshop Model

- Units of Study

- Phonics Instruction

- 1-to-1 Technology

- Quality Assessments and Screeners that drive and inform instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students under perform compared to their peers on state achievement assessments.
Root Cause: General Education and Special education teachers need more time to collaborate and plan quality scaffolded instruction to ensure access to grade level curriculum.

Problem Statement 2: Students are not meeting grade level expectations in Reading and Math because they do not come to school equipped with school readiness behaviors and real world experiences.
Root Cause: Students not participating in early childhood intervention, high mobility, migrant families, student attendance concerns, and lack of background experiences.

Problem Statement 3 (Prioritized): Tier One instruction needs to strengthen in Reading, Math and Science.
Root Cause: Classroom teachers need more time, guidance and professional development

School Processes & Programs

School Processes & Programs Summary

Rivera's guiding coalition is composed of administrators, teachers and support staff who collaborate often and support other adults on our campus to reach their fullest potential as professionals. This team works together to lead the work by modeling the structure and processes required of of the collaborative teams within our PLC. All staff are part of a focus group. Focus Groups were developed based on feedback from staff through surveys and the Campus Needs Assessment, as well as other campus wide data. Focus Groups promote shared leadership and will allow all staff members to have access to leadership roles and decision making. Focus groups will tackle school wide initiatives, address problems, and ask questions in order to improve our school culture and community as well as increase our effectiveness and success at meeting all students' needs. Focus Groups will be chaired by a GC member who will report information back to the GC regarding FG progress. For 23-24, the focus groups are: Staff Culture, Student Culture, Communications, Family Connections, Diversity & Inclusion, and Literacy.

Curriculum, Instruction, and Assessment is the main focus in grade level PLT (Professional Learning Team) meetings. Grade levels are expected to meet with their PLT weekly and focus on the 4 critical questions of a PLC (DuFour):

- What do we expect our students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessment)
- How will we respond when they don't learn? – (Intervention)
- How will we respond if they already know it? - (Enrichment)

Assessment is a critical component when it comes to decision making. Rivera uses the concept of balanced assessment and instruction to ensure we are adequately addressing student needs and measuring student outcomes. Rivera uses the DMTSS system to support all learners.

Rivera implements 45 minutes of built-in intervention, "SUCCESS time" in the master schedule to provide interventions for all students and in order to support support early intervention.

School Processes & Programs Strengths

Rivera's process and program strengths include:

- Rivera's master schedule and structures allow teachers and staff to work collaboratively to meet the various needs of students.
- Built in time for intervention for all grade levels.
- Weekly PLT time for staff to collaborate, analyze data, and design lessons
- Opportunities for staff-lead researched based, professional development
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)
- Increased focus on parent engagement and collaboration

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff need a deeper understanding of the power of the PLT to impact instruction.
Root Cause: Lack of knowledge and understanding of the PLT process.

Problem Statement 2: Teachers need time for training and collaboration to design engaging lessons and quality instruction.
Root Cause: Many teachers are new to the content or new to the teaching field and teach all contents.

Perceptions

Perceptions Summary

Rivera Elementary works to ensure our school has a family environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature while allowing the school and family to work as partners in the educational process. Parent/community nights such as Meet the Teacher, Multi-Cultural, Curriculum, and Fine Arts Events all serve to help bring parents and school staff together toward a common purpose. Rivera utilizes and implements CHAMPS and restorative practices.

Perceptions Strengths

Rivera has a multitude of family and community involvement opportunities:

Mentoring programs (Grand parent volunteers, PALS, CIS, ACE) to help address the social and emotional needs of at-risk students.

Student Assistance Counselor to help address the social and emotional needs of at-risk students.

Maintaining and expanding relationships with business partners

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In need of a connected partnership with parents in order to actively participate in their child's education and success through collaborating and connecting.
Root Cause: Populations of poverty have cyclical patterns that impact educational success.

Priority Problem Statements

Problem Statement 1: Special Education students under perform compared to their peers on state achievement assessments.
Root Cause 1: General Education and Special education teachers need more time to collaborate and plan quality scaffolded instruction to ensure access to grade level curriculum.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Tier One instruction needs to strengthen in Reading, Math and Science.
Root Cause 2: Classroom teachers need more time, guidance and professional development
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff need a deeper understanding of the power of the PLT to impact instruction.
Root Cause 3: Lack of knowledge and understanding of the PLT process.
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Other additional data

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation score of Approaches in Math STAAR performance of 63% in 3rd Grade, 65% in 4th Grade and 71% in 5th Grade.

HB3 Compass Point

Evaluation Data Sources: Exit Tickets
Common Based Assessments
District-Based Assessments
iReady for Reading
iReady for Math
District Reading and Math Inventories (K-2)
STAAR Interim Assessments
STAAR Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Staff will provide supplemental and individual interventions (small group instruction) based on formal and informal assessments that monitor progress including but not limited to diagnostic, formatives and summative assessment data. This intervention is built into the master schedule as WIN time (Whatever I Need). **Strategy's Expected Result/Impact:** Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; iReady Math and Reading, Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Teachers Interventionists Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Campus Interventionist - Reading - Title I, Part A - $84,492, Campus Interventionist - - Title I, Part A - $85,852, Campus Interventionist (Bilingual) - Math - Title I, Part A - $41,478, Campus Interventionist (Bilingual) - Math - State Compensatory Education (SCE) - $41,478				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Substitutes will be provided, as needed, to provide additional support for students and allow time for teachers, and Specialists to collaborate, plan, and have discussions about students specifically time to progress monitor and adjust instruction based on the most recent data. **Strategy's Expected Result/Impact:** Local assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Substitutes - Title I, Part A - $7,552				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: District specialists and coordinators from the teaching and learning department will provide professional learning for teachers to enhance their knowledge, skills and depth/complexity of the standards so they can make decisions on essential standards and lesson design. **Strategy's Expected Result/Impact:** Teachers effectively selecting essential standards and designing instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal District Curriculum and Instruction Department **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: An impact counselor and behavior specialist is hired and retained to support social and emotional needs of students and provide increased opportunity for Tier I learning and intervention. **Strategy's Expected Result/Impact:** Reduce the amount of time students spend outside the classroom receiving Tier I instruction. Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Campus Behavior Specialist - Title I, Part A - $77,672, Student Assistance Counselor - Title I, Part A - $84,814				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Teachers and support staff will collaborate in PLTs to internalize curriculum that provides rigorous, engaging and flexible lessons. **Strategy's Expected Result/Impact:** Teachers will have a better understanding of the TEKS and students will increase their achievement scores as measured by STAAR. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation score of Approaches in RLA STAAR performance of 68% in 3rd Grade, 77% in 4th Grade and 74% in 5th Grade.

Evaluation Data Sources: Exit Tickets
Common Based Assessments
District-Based Assessments
iReady for Reading
iReady for Math
District Reading and Math Inventories (K-2)
STAAR Interim Assessments
STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the Bilingual/ESL Specialist to support teachers' knowledge and skills and instructional strategies to support the teaching and learning of EB/ESL students.	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Substitutes will be provided, as needed, to provide additional support for students and allow time for teachers, and Specialists to collaborate, plan, and have discussions about students specifically time to progress monitor and adjust instruction based on the most recent data.	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: District specialists and coordinators from the teaching and learning department will provide professional learning for teachers to enhance their knowledge, skills and depth/complexity of the standards so they can make decisions on essential standards and lesson design.	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers and support staff will collaborate in PLTs to internalize curriculum that provides rigorous, engaging and flexible lessons.	Formative			Summative
	Dec	Mar	May	May

No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May of 2026, the staff of Tomas Rivera Elementary will foster a welcoming, supportive learning environment through events, programs, and environments that build community among all stakeholders as measured by district and campus engagement surveys and a decrease in office referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Rivera staff will implement the Character Strong Curriculum with fidelity. The Guiding Coalition will support the implementation of the resource to ensure consistency and routine learning of appropriate social skills. **Strategy's Expected Result/Impact:** Improved Student Culture Reduction in office referrals **Staff Responsible for Monitoring:** Principal Assistant Principal Guiding Coalition **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Create opportunities and experiences through clubs (STAR Clubs, Goal, Robotics) for Rivera students. **Strategy's Expected Result/Impact:** Improved Student Culture **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 1: By the end of the 25-26 school year, Rivera will establish at least 3 additional reciprocal partnerships with community organizations or stakeholders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Host at least one family engagement event per quarter (academic nights, community resource fairs, cultural celebrations) that connects families with student learning and community partnerships. **Strategy's Expected Result/Impact:** Increase parent engagement. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Snacks - Title I, Part A - $973.75				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Strengthen Two-Way Communication Between School and Families by sending home monthly newsletters in English and Spanish. **Strategy's Expected Result/Impact:** Improved relationships with families **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors **Funding Sources:** Parent Involvement printing for Parent communication - Title I, Part A - $2,921.25				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 2: By the end of the 25-26 school year, the number of students who are being provided support through Communities In Schools (CIS) will be 100 students.

Evaluation Data Sources: CIS logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Provide CIS case management and after school program to identified at-risk students. **Strategy's Expected Result/Impact:** A minimum of 100 students will be served through CIS case logs Increased student achievement **Staff Responsible for Monitoring:** Administration CIS Case Manager **Funding Sources:** CIS Case Management - Title I, Part A - $25,000				

No Progress Accomplished Continue/Modify Discontinue

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 3: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Staff will provide supplemental and individual interventions (small group instruction) based on formal and informal assessments that monitor progress including but not limited to diagnostic, formatives and summative assessment data. This intervention is built into the master schedule as WIN time (Whatever I Need).
1	1	2	Substitutes will be provided, as needed, to provide additional support for students and allow time for teachers, and Specialists to collaborate, plan, and have discussions about students specifically time to progress monitor and adjust instruction based on the most recent data.
1	1	4	An impact counselor and behavior specialist is hired and retained to support social and emotional needs of students and provide increased opportunity for Tier I learning and intervention.

State Compensatory

Budget for Rivera Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Rivera Elementary

Name	Position	FTE
Breanna Slaughter Simpson	At Risk Counselor	1

Title I Personnel

Name	Position	Program	FTE
Joya Elam	Campus Instructional Coach (Title)		
Peggy Reuling	Campus Interventionist Specialist (Title		

Campus Leadership Team

Committee Role	Name	Position
Parent	Mary Ladadge	Parent
Staff	Breanna Simpson-Slaughter	IMPACT Counselor
Staff	Stephanie Cervantes	Bilingual Specialist

Campus Funding Summary

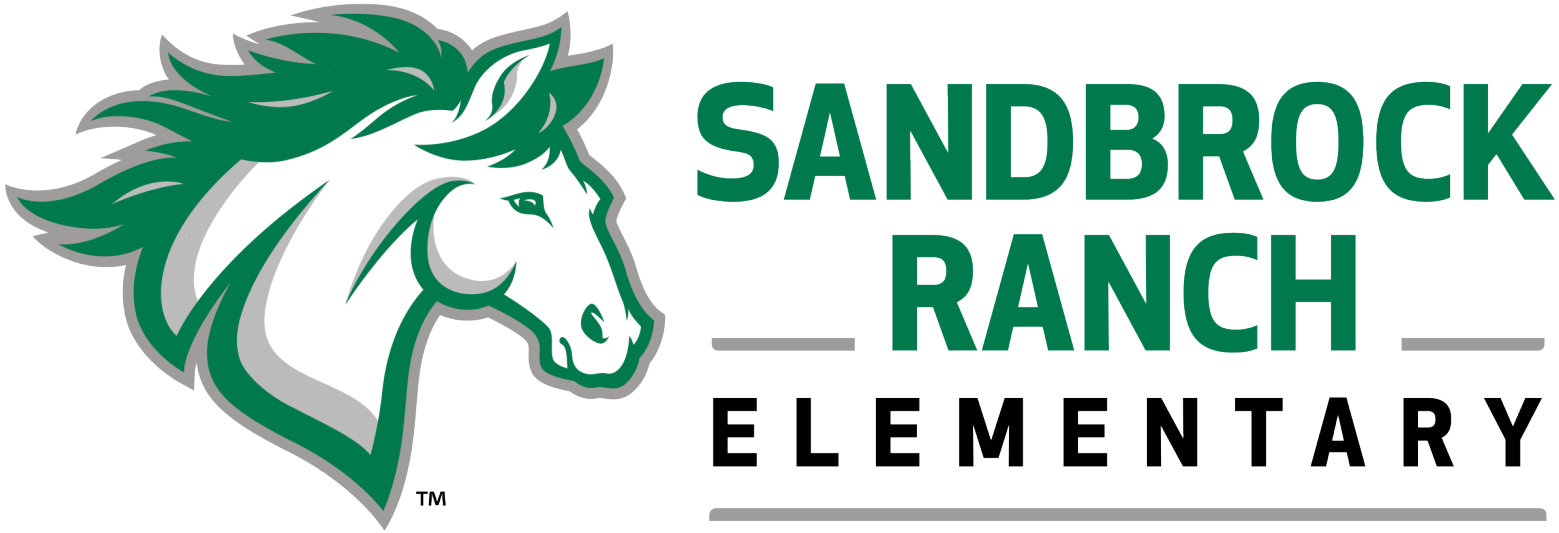
State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Interventionist (Bilingual) - Math		$41,478.00
				Sub-Total	$41,478.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Interventionist -		$85,852.00
1	1	1	Campus Interventionist - Reading		$84,492.00
1	1	1	Campus Interventionist (Bilingual) - Math		$41,478.00
1	1	2	Substitutes		$7,552.00
1	1	4	Campus Behavior Specialist		$77,672.00
1	1	4	Student Assistance Counselor		$84,814.00
3	1	1	Parent Involvement Snacks		$973.75
3	1	2	Parent Involvement printing for Parent communication		$2,921.25
3	2	1	CIS Case Management		$25,000.00
				Sub-Total	$410,755.00

Denton Independent School District

Sandbrock Ranch Elementary

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sandbrock Ranch exists to build the hearts & minds of Champions to be courageous, compassionate, and committed learners.

SRE is located within a master-planned community of Aubrey, Texas. This close-knit community offers a variety of activities to keep its residents connected, including involved parents who love to volunteer at our school. Sandbrock Ranch Elementary also welcomes residents from two surrounding neighborhoods, including Arrowbrook and Winn Ridge.

Established - 2022

Mascot - Champions

Colors - Green and Silver

Mission - Building the hearts & minds of Champions to be courageous, compassionate, and committed learners.

Vision - We will empower our Champions to be difference-makers in the world!

Values - Courage | Compassion | Commitment

The overall campus demographics are:

- Enrollment was 826 students in grades PK-5th grade at the end of the 24-25 school year. Our mobility rate is around 17%. We are currently at 820 students.
- We have around 100 students request to remain for the 24-25 school year, which carries over to this school year as well.
- We do revoke transfers of students who have excessive absences or behavior referrals.
- We have 1 pre-k section, 1 ECSE section, 7 kinder sections, 6 first grade sections, 6 third grade sections, 6 fourth grade sections, 4 fifth grade sections, and 2 self-contained communication classes.
- This is a neighborhood school with most students living within walking distance of the campus.
- Our campus has one pre-k section and could use a pre-k academy to support community needs.
- We ended the year with 314 active PTA members.

- We have three self-contained special education classrooms on our campus. (K-2 Communications, 3-5 Communications, and ECSE)
- Sandbrock Ranch Elementary had a 94% qualifying referral rate for Special Education. The students who DNQ were community referrals.
- We have a very high rate of community referrals for special education.

37% African American

21% Hispanic

23% Caucasian

14% 2 or more

5% other

EXPO 10%

Emergent Bilinguals 18%

TRIBE 30% (To Reach and Inspire Beyond Expectations) is what we call students served in special education

Free & Reduced Lunch 30%

Demographics Strengths

Demographics – Strengths

- Diverse Student Population: With over 30 languages spoken and a balanced demographic distribution, SRE offers rich cultural representation that supports global awareness
- and inclusivity.
- Consistent Enrollment Growth: Continued family interest and student retention demonstrate trust in the school's culture and instructional practices.
- Low Mobility Rate: Many families remain at SRE once enrolled, allowing for instructional continuity and stronger student–teacher relationships.
- Targeted Programs for Diverse Needs: Systems like TRIBE (inclusion/resource support), intervention Corral, and bilingual accommodations ensure services are aligned to

- student needs.
- Data-Informed Practices: The campus tracks enrollment and subgroup data (SPED, 504, EB, F&R Lunch) to inform staffing, interventions, and scheduling.
- Inclusive Hiring Practices: Staff demographics reflect intentional recruitment and retention strategies aimed at cultural responsiveness and capacity-building.
- Founding Staff Stability: Many grade-level teams have remained intact since opening, creating cohesion and a deep understanding of student needs and instructional expectations.
- Equitable Access to Programs: Students across demographic groups are equitably included in campus events, extracurriculars (e.g., CHAMP Camp, clubs), and leadership opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although SRE monitors demographic data closely, current staffing levels are insufficient to meet the full instructional and support needs of all students identified in special populations, particularly within SPED, 504, EB, and MTSS.
Root Cause: The campus is understaffed and overserved, with a high percentage of students qualifying for specialized services and interventions. Inclusion support restricts the ability to provide consistent, high-quality services to all eligible students. In some cases, one staff member is expected to serve a large caseload.

Problem Statement 2 (Prioritized): Despite a richly diverse student body, there is limited formalized integration of culturally responsive teaching practices and multilingual supports across all grade levels, impacting equitable access to instruction and family engagement.
Root Cause: While staff value inclusivity, there is a lack of sustained professional development and campus-wide structures focused on cultural responsiveness, second-language acquisition strategies, and consistent bilingual communication systems. Teachers report limited access to scaffolds for multilingual learners beyond the ELAR block.

Student Learning

Student Learning Summary

Student learning data at Sandbrock Ranch Elementary demonstrate a strong foundation in reading instruction and growing systems for targeting academic needs through small-group instruction and intervention. In primary grades, iReady Reading data shows that a majority of students are performing at or above grade level, with over 60% of kindergarten and 1st grade students scoring in the “mid/above” or “on-level” range. Teachers consistently implement reading groups and use resources such as LLI, HMH, and phonics tools to differentiate instruction. Many grade levels, including kindergarten and 3rd grade, show alignment between i-Ready, essential standards mastery, and performance on reading STAAR. This suggests fidelity to tier one instruction and intentional planning around foundational literacy.

In contrast, math data reveals persistent challenges in fluency, problem-solving, and conceptual understanding. Across multiple grade levels, a significant percentage of students fall in the “1 below,” “2 below,” or “3+ below” categories on iReady Math. For example, in 2nd and 4th grade, nearly 50% of students are below level, despite strong planning tools and the use of diagnostics to guide instruction. Essentials mastery in math is less consistent, and many students have not yet mastered all targeted standards. Additionally, math small group structures are less systematized across grade levels, and teachers report needing more support with prerequisite planning and intervention resources.

Despite these gaps, early implementation of Corral groups and increased focus on CFA timelines and data ladders are beginning to build clarity and alignment. However, student success in math remains inconsistent, with a need to better scaffold essential standards and develop vertically aligned math language and strategies across grade levels. Students in special populations—particularly those in TRIBE, 504, EB, and MTSS—require more individualized instructional time than current staffing allows, making equity of access a continued area for focus. Overall, while SRE shows momentum in reading growth and instructional systems, math remains a priority area for improvement, and ensuring equitable access to targeted support will be key to closing learning gaps.

Student Learning Strengths

Strengths Across Systems:

- Essential Planning: Instructional teams use BEV, TEKS, Lead4ward, and pacing tools to prioritize essential standards, unpack TEKS, and backward plan from CFAs and assessments.
- Unit Plans: Teachers appreciate the clarity and structure of the essential unit plans, especially the focus on teacher and student behaviors aligned to standards.
- District Resource Integration: Teams blend district-provided resources and assessments (UBD, HMH, iReady, CFA data) to close learning gaps and plan targeted instruction.
- Corral Practices: Teachers use diagnostic data to form groups for intervention and enrichment, utilizing iReady, Math in Practice, and StemScopes.
- Small Groups: Most teams adjust small groups based on formative data (exit tickets, diagnostics, CFAs) and use differentiation tools such as choice boards, manipulatives, and leveled texts.

Areas to Grow:

- Essential Planning: TEKS prioritization lacks consistency. Some standards are removed without shared criteria, leading to gaps in instruction and incomplete coverage.
- Unit Plans: Teams report needing more support within essential unit plans, especially for math prerequisites and scaffolds. Usability and clarity vary across grade levels.
- District Resource Integration: There is inconsistent use of UBD units and district materials, with some teams defaulting to external resources due to perceived misalignment or lack of rigor—especially in poetry, folktales, and select math TEKS.
- Corral Practices: Intervention groups lack a clear entry and exit process. Lower-performing students often remain in intervention for extended periods, while enrichment is limited. Fifth grade lacks dedicated Corral time for Tier 2 support
- Small Groups: Structural barriers (scheduling, absences, limited planning time) affect group consistency. There is a need for vertically aligned expectations and additional STAAR-aligned resources, including decodables, vocabulary materials, and comprehension scaffolds for younger learners.

Kindergarten Reading: Majority of students are on or above level in iReady Reading; across classrooms, 65–85% score in the "on-level" or "mid/above" range. High rates of essentials mastery in reading; many classrooms show 18–21 out of 22 students mastering all essential standards. Phonics instruction, small group reading, and intentional use of decodables are evident strengths. Math: iReady Math shows mixed performance; ~60% of students are on level or above, but significant numbers still fall into "early on" or "1 below" bands. Essentials mastery is generally high, but some classrooms reflect gaps in fluency and math vocabulary.

1st Grade Reading: Strong overall reading data: Most classrooms have 15–18 students "on level" or "above" on iReady Reading. Essentials mastery is consistent, with nearly all students meeting grade-level expectations in reading. High performance on reading STAAR indicators and CFA benchmarks. Math: Wide range in math performance: Some classes show 7–8 students at "1 below" or "2 below." Essentials mastery varies—some classes have full mastery while others still show students not meeting math standards. Teachers report challenges with number sense, fluency, and stamina in problem solving.

2nd Grade Reading: Strong iReady Reading growth: Most students fall in the "on level" or "mid/above" range. Essentials data reflects strong alignment to reading TEKS and clear small group structures. Math: Math is a key concern: Many classrooms have 7–9 students "1 below" or "2 below," and essentials mastery is inconsistent. Small groups for math vary in structure, and Corral time is being used to target gaps, though additional support is needed for conceptual development.

3rd Grade Reading: 3rd grade reading is a strength: iReady, essentials, and STAAR data are aligned. Several classrooms show 15–17 students at "on level" or "above" in reading and strong essentials mastery. Math: Math data is less stable: iReady shows high numbers of students "1 below" and "2 below." Essentials mastery in math shows that some TEKS have not been fully addressed or retained. Teachers need more support with flexible grouping and scaffolding for foundational skills.

4th Grade Reading: Mixed reading performance: Some classrooms report strong progress, while others reflect a wider range of reading levels. Essentials data reveals gaps in poetry, folktales, and expository structures. Math: iReady Math indicates significant need: One class had 17 students "1 below" or lower. Essentials mastery is not yet at target—math fluency and multi-step problem solving are areas of need.Tier 2 time is limited in 4th grade due to scheduling constraints, impacting Corral effectiveness.

5th Grade Reading: iReady Reading shows strong overall performance with most students on level. STAAR trends indicate progress in comprehension, particularly in fiction and expository passages. Math: Mixed math results: Some classrooms show strong progress, but others have a concentration of students still below level. Tier 2 and Champion Academy structures are used, but lack of 5th grade Corral time makes ongoing intervention inconsistent.

Overall Trends & Observations

Strengths: Reading instruction is aligned, scaffolded, and supported by small group structures. Essentials planning is evident in ELA with clarity around priority standards. Data is consistently used to inform small group instruction and reteach plans.

Areas for Growth: Math instruction requires stronger vertical alignment and consistency in small group delivery. Gaps in fluency and conceptual math understanding are evident across all grades. Staffing limitations impact the ability to serve all students in special populations (SPED, 504, EB, MTSS) with adequate frequency and differentiation. Intervention structures like Corral and Champion Academy need expanded time and tracking systems, particularly in upper grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards.
Root Cause: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Problem Statement 2: Students in special populations--including SPED, 504, EB, and MTSS--are not receiving adequate academic support to accelerate progress in reading and

math, despite consistent identification and data tracking.
Root Cause: Time constraints, inconsistent scheduling, and a lack of vertically aligned expectations contribute to variability in implementation. Developmental limitations in tools like iReady, especially in early grades, and a shortage of aligned intervention and enrichment materials make it difficult to differentiate instruction effectively.

Problem Statement 3 (Prioritized): There is a lack of consistency in planning and implementing instructional essentials across grade levels. This includes the removal of key components without clear criteria, limited vertical alignment to TEKS in unit plans, and inconsistent use and perceived rigor of district-provided resources, leading to instructional gaps and increased reliance on teacher-created materials.
Root Cause: There is a growing perception that the UBD units lack rigor and are not fully aligned with the TEKS. Across grade levels, the use of district-provided and supplemental materials is inconsistent, leading to an over-reliance on teacher-created or external resources. In addition, the units do not include built-in supports for planning prerequisite skills, which makes it difficult for teachers to scaf

Problem Statement 4 (Prioritized): Time constraints hinder differentiated instruction and intervention, inconsistent small group structures, and a lack of aligned resources, impacting the ability to meet the diverse needs of Tier 1, 2, and 3 students.
Root Cause: Scheduling conflicts and the lack of protected intervention time hinder consistent student support. Variability in instructional delivery creates uneven learning experiences, and limited access to STAAR-aligned, leveled, and developmentally appropriate resources restricts effective planning.

School Processes & Programs

School Processes & Programs Summary

School processes and programs at Sandbrock Ranch Elementary are grounded in planning, collaborative structures, and a commitment to instructional excellence. Teachers utilize tools such as BEV, pacing guides, and essential unit plans to ensure alignment with the TEKS and employ backward planning based on assessments. The campus master schedule reflects protected planning time, embedded intervention through Corral, and time for weekly PLCs, which are supported by data protocols and leadership team presence. Professional development is tailored to staff needs and district initiatives, with additional leadership pathways through the PD Cadre, Literacy Leaders, and Guiding Coalition. Staff feedback confirms a high morale and investment in the school's vision, while structures such as CHAMP Camp, student clubs, and campus-wide celebrations reinforce a strong sense of community. However, challenges persist in ensuring the consistent implementation of essential plans, particularly in math and writing, as well as in providing timely Tier 2 support in upper grades, due to scheduling constraints. Technology is used reliably for instruction and assessment, though its integration for creative and collaborative learning could be expanded. Support teams, such as TRIBE, and interventionists work diligently but face caseload demands that exceed their current staffing capacity. Overall, SRE has established solid systems that reflect its instructional vision. However, further refinements in resource allocation, vertical alignment, and access to enrichment are needed to sustain high levels of student support and staff effectiveness.

School Processes & Programs Strengths

Evidence of Strengths:

- Curriculum & Instruction: Instructional teams consistently utilize tools such as BEV, Lead4ward, pacing guides, and essential unit plans. Teachers backwards-plan using CFA timelines and intentionally align to priority TEKS.
- Professional Development: Campus-based PD is grounded in data trends and staff feedback. Teachers participate in PD Cadres, Math Vertical Team, and SREngagement committees aligned to district frameworks. The Literacy Leader model supports peer-led growth.
- Decision-Making Structures: The Guiding Coalition, CNA subgroups, and teacher leader committees ensure shared leadership and collaborative input into campus planning.
- Communication Systems: The leadership team uses Friday Focus, weekly PLCs, and team huddles to keep staff informed. Structures like the Fence Post newsletter create touchpoints for parents.
- Scheduling & Organization: The master schedule protects 50-minute daily planning and embeds intervention (Corral) and small group slots. Special education, TRIBE, and inclusion support is scheduled by need and aligned to IEPs.
- Support Services: TRIBE team, inclusion paras, and interventionists collaborate during Corral and Champion Academy blocks to provide academic and behavior support.
- Technology Use: Teachers integrate iReady, Google tools, and HMH online resources in instruction. Devices are available for all students, and staff are proficient in digital learning platforms.
- Extracurricular & Cocurricular Opportunities: CHAMP Camp, Clubs, Student Leadership, Color Run, and Ranch Celebrations support whole-child development beyond academics.

Evidence of Areas for Growth:

- Curriculum Fidelity: Teams sometimes bypass UBD units or essential plans in favor of external resources. Some grade levels show gaps in math scaffold planning or writing genre integration.
- PD Follow-Through: While professional development is timely and aligned, follow-up coaching cycles and monitoring vary, impacting implementation depth.
- Decision-Making Transparency: Some staff report uncertainty around how feedback leads to campus-wide decisions, especially in areas like staffing, curriculum pacing, and incentives.
- Communication Clarity: While systems exist, there are inconsistencies in how and when key updates (e.g., deadlines, expectations) are shared across teams.
- Scheduling Pressures: Tier 2 support in upper grades is limited due to Corral time constraints. Some grade levels lack dedicated Tier 2 windows, and Champion Academy

tracking lacks a system for students who do not respond to initial interventions.
- Technology Usage: While integration is strong, there is a need for more intentional tech use beyond iReady and assessments—for creativity, collaboration, and personalized learning.
- Support Staff Capacity: TRIBE and intervention teams are stretched thin during peak times, limiting flexibility for Tier 3 response or co-teaching opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite strong foundational systems for scheduling and support, gaps in Tier 2 intervention time and limited tracking of behavior intervention progress reduce the overall impact of support services.
Root Cause: Master schedule constraints in upper grades limit daily Tier 2 access. Inconsistent systems for monitoring Champion Academy or Corral exit criteria contribute to prolonged intervention without adequate enrichment or Tier 3 escalation.

Problem Statement 2 (Prioritized): Students have minimal buy-in with the current positive behavior reinforcements. Students and teachers are more focused on the campus-wide negative reinforcements and consequences, like orange dots and Champion Academy.
Root Cause: There is a lack of consistency with campus-wide positive reinforcements, resulting in an increase in orange dots and a lack of student accountability.

Problem Statement 3 (Prioritized): Champion Academy is used as a Tier 2 behavior response, but it is lacking in next steps for students who are consistently attending. Behavior seldom changes after receiving Champion Academy as a consequence.
Root Cause: There is no consistent way that Champion Academy is tracked and followed up with. The students who frequently attend continue to complete reflection sheets without exhibiting a change in behavior, thereby remaining engaged in the same behavior.

Problem Statement 4 (Prioritized): While instructional planning systems are in place, inconsistent use of essential unit plans and gaps in vertical alignment--especially in math and writing; limit the effectiveness of curriculum implementation across grade levels.
Root Cause: Teachers sometimes rely on external resources or create their own plans due to perceived misalignment, pacing issues, or lack of clarity in the essential plans. Vertical alignment opportunities are limited, and there is no system for calibrating expectations across grade spans.

Problem Statement 5 (Prioritized): SRE understands the MTSS process and is proficient in completing the necessary documents. Based on feedback from teachers, there is a current need for clarity on next steps after bringing students to Name and Need and which interventions are best practice as well as how to administer them.
Root Cause: The root cause of the challenge is that, while SRE staff understand the MTSS process and can complete the necessary documents, there is a lack of clarity and consistency around the next steps after the Name and Need process, including which interventions represent best practice and how to effectively administer them.

Perceptions

Perceptions Summary

The perception data gathered through staff, student, and parent surveys, focus groups, and participation trends reflect a strong, values-driven culture at Sandbrock Ranch Elementary. Stakeholders consistently reference the campus's core values—Courage, Compassion, and Commitment—as visible in daily interactions and decision-making. Students report feeling safe, supported, and proud to attend SRE, while staff describe high levels of trust, collaboration, and morale. Parent engagement remains a strength, as evidenced by strong attendance at events, robust volunteer participation, and the success of programs like Ranch Hands and the PTA. Communication systems such as Class Dojo, weekly newsletters, and social media provide multiple access points for families, though feedback suggests a desire for more consistency and bilingual accessibility. Staff retention is high, particularly among founding team members, reinforcing cultural stability and continuity. However, opportunities remain to deepen family voice in decision-making, improve systems for recognizing student behavior positively, and refine structures for volunteer coordination and follow-up in behavior interventions. Overall, the perception data confirms that Sandbrock Ranch Elementary is seen as a welcoming, student-centered campus with a strong foundation of trust and shared purpose.

Perceptions Strengths

Evidence of Strengths

- Campus Culture & Values: The 3C values—Courage, Compassion, Commitment—are consistently referenced by staff, students, and families as lived priorities. Students
- report feeling safe and cared for, and staff note a strong sense of community.
- Teacher Recognition & Morale Efforts: Staff shout-outs, Sunflower Awards, Friday Focus, and class COWS build morale and reinforce contributions across campus.
- Parent Engagement: Strong volunteer involvement is evident through consistent family participation in PTA events, Ranch Hands, career day, and school-wide celebrations.
- Community Partnerships: Events like Daddy-Daughter Night, Fall Fest, and career speakers reflect growing external support and alignment to student interests.
- Communication Channels: Multiple platforms (Class Dojo, Facebook, Instagram, teacher emails) create various avenues for home–school communication.
- Student Voice: Students demonstrate a strong connection to school identity and participate in feedback opportunities such as class meetings and student surveys.
- Staff Retention: High staff retention, particularly among founding staff, reflects a positive workplace climate and trust in leadership.

Evidence of Areas for Growth

- Cross-Role Collaboration: Opportunities for staff to connect across grade levels and roles are limited, leading to silos and inconsistent vertical alignment. Troop time was
- removed after year 2 based on staff feedback; however, there is an overwhelming sense that teachers would like to have this time back.
- Parent Communication Consistency: Only 46% of teachers report consistent weekly communication with families, with methods and frequency varying greatly across
- classrooms.
- Volunteer Coordination & Communication Clarity: Despite strong volunteer interest, systems for recruiting, assigning, and informing volunteers lack uniformity.
- Family Voice and Cultural Inclusion: Families from diverse linguistic and cultural backgrounds require more intentional communication, access, and opportunities for input.
- Behavior Reinforcement Buy-In: Students report limited motivation from current positive incentive systems; focus remains more on negative consequences like orange dots.
- Champion Academy Follow-Up: There is no consistent process for tracking or escalating interventions for students repeatedly placed in Champion Academy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): SRE recognizes that parent and community engagement is essential to student success, yet current involvement is limited and inconsistent across

classes and grade levels. Gaps in partnership, communication, and awareness of opportunities hinder support for student learning, school climate, and overall achievement.
Root Cause: There is a lack of alignment in the needs by teachers and the needs of the PTA. Due to limitations like lack of time and unclear expectations, families must choose which needs to prioritize in the realm of school needs.

Problem Statement 2 (Prioritized): SRE prioritizes school-home relationships in order to foster a "team" that supports student success. However, with limitations such as a lack of time, inconsistent communication methods and times, and language/cultural differences, there is a gap in shared information that allows families to fully support the mission of the school.
Root Cause: 54% of teachers communicate with families more than twice a week throughout the school year while 46% of teachers communicate with families once a week or even less often.

Problem Statement 3 (Prioritized): Students have minimal buy in with the current positive behavior reinforcements. Students and teachers are more focused on the campus wide negative reinforcements and consequences like orange dots and champion academy.
Root Cause: There is a lack of consistency with campus wide positive reinforcements resulting in an increase of orange dots and lack of student accountability.

Problem Statement 4 (Prioritized): Champion academy is used as a Tier 2 behavior response, but is lacking in next steps for students who are consistently attending. Behavior seldomly changes after receiving champion academy as a consequence.
Root Cause: There is not a consistent way that champion academy is tracked and followed up with. The students frequently attending continue to complete reflection sheets without a change in behavior, resulting in them engaging in the same behavior.

Problem Statement 5 (Prioritized): To strengthen our campus culture, there is a significant opportunity to improve morale by fostering deeper connections among staff across grade levels and roles. Enhancing vertical alignment and collaboration can build mutual respect and create a more unified, supportive professional community.
Root Cause: Limited opportunities for cross-grade and cross-role collaboration have led to isolated practices and minimal positive interactions among staff, unintentionally creating divisions and hindering a shared sense of purpose across the campus.

Priority Problem Statements

Problem Statement 1: Although SRE monitors demographic data closely, current staffing levels are insufficient to meet the full instructional and support needs of all students identified in special populations, particularly within SPED, 504, EB, and MTSS.

Root Cause 1: The campus is understaffed and overserved, with a high percentage of students qualifying for specialized services and interventions. Inclusion support restricts the ability to provide consistent, high-quality services to all eligible students. In some cases, one staff member is expected to serve a large caseload.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards.

Root Cause 2: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SRE recognizes that parent and community engagement is essential to student success, yet current involvement is limited and inconsistent across classes and grade levels. Gaps in partnership, communication, and awareness of opportunities hinder support for student learning, school climate, and overall achievement.

Root Cause 3: There is a lack of alignment in the needs by teachers and the needs of the PTA. Due to limitations like lack of time and unclear expectations, families must choose which needs to prioritize in the realm of school needs.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: SRE prioritizes school-home relationships in order to foster a "team" that supports student success. However, with limitations such as a lack of time, inconsistent communication methods and times, and language/cultural differences, there is a gap in shared information that allows families to fully support the mission of the school.

Root Cause 4: 54% of teachers communicate with families more than twice a week throughout the school year while 46% of teachers communicate with families once a week or even less often.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Despite a richly diverse student body, there is limited formalized integration of culturally responsive teaching practices and multilingual supports across all grade levels, impacting equitable access to instruction and family engagement.

Root Cause 5: While staff value inclusivity, there is a lack of sustained professional development and campus-wide structures focused on cultural responsiveness, second-language acquisition strategies, and consistent bilingual communication systems. Teachers report limited access to scaffolds for multilingual learners beyond the ELAR block.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a lack of consistency in planning and implementing instructional essentials across grade levels. This includes the removal of key components without clear criteria, limited vertical alignment to TEKS in unit plans, and inconsistent use and perceived rigor of district-provided resources, leading to instructional gaps and increased reliance on teacher-created materials.

Root Cause 6: There is a growing perception that the UBD units lack rigor and are not fully aligned with the TEKS. Across grade levels, the use of district-provided and supplemental materials is inconsistent, leading to an over-reliance on teacher-created or external resources. In addition, the units do not include built-in supports for planning prerequisite skills, which makes it difficult for teachers to scaf

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Time constraints hinder differentiated instruction and intervention, inconsistent small group structures, and a lack of aligned resources, impacting the ability to meet the diverse needs of Tier 1, 2, and 3 students.

Root Cause 7: Scheduling conflicts and the lack of protected intervention time hinder consistent student support. Variability in instructional delivery creates uneven learning experiences, and limited access to STAAR-aligned, leveled, and developmentally appropriate resources restricts effective planning.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Despite strong foundational systems for scheduling and support, gaps in Tier 2 intervention time and limited tracking of behavior intervention progress reduce the overall impact of support services.

Root Cause 8: Master schedule constraints in upper grades limit daily Tier 2 access. Inconsistent systems for monitoring Champion Academy or Corral exit criteria contribute to prolonged intervention without adequate enrichment or Tier 3 escalation.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Students have minimal buy-in with the current positive behavior reinforcements. Students and teachers are more focused on the campus-wide negative reinforcements and consequences, like orange dots and Champion Academy.

Root Cause 9: There is a lack of consistency with campus-wide positive reinforcements, resulting in an increase in orange dots and a lack of student accountability.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Champion Academy is used as a Tier 2 behavior response, but it is lacking in next steps for students who are consistently attending. Behavior seldom changes after receiving Champion Academy as a consequence.

Root Cause 10: There is no consistent way that Champion Academy is tracked and followed up with. The students who frequently attend continue to complete reflection sheets without exhibiting a change in behavior, thereby remaining engaged in the same behavior.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: While instructional planning systems are in place, inconsistent use of essential unit plans and gaps in vertical alignment--especially in math and writing; limit the effectiveness of curriculum implementation across grade levels.

Root Cause 11: Teachers sometimes rely on external resources or create their own plans due to perceived misalignment, pacing issues, or lack of clarity in the essential plans. Vertical alignment opportunities are limited, and there is no system for calibrating expectations across grade spans.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: SRE understands the MTSS process and is proficient in completing the necessary documents. Based on feedback from teachers, there is a current need for clarity on next steps after bringing students to Name and Need and which interventions are best practice as well as how to administer them.

Root Cause 12: The root cause of the challenge is that, while SRE staff understand the MTSS process and can complete the necessary documents, there is a lack of clarity and

consistency around the next steps after the Name and Need process, including which interventions represent best practice and how to effectively administer them.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Students have minimal buy in with the current positive behavior reinforcements. Students and teachers are more focused on the campus wide negative reinforcements and consequences like orange dots and champion academy.

Root Cause 13: There is a lack of consistency with campus wide positive reinforcements resulting in an increase of orange dots and lack of student accountability.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Champion academy is used as a Tier 2 behavior response, but is lacking in next steps for students who are consistently attending. Behavior seldomly changes after receiving champion academy as a consequence.

Root Cause 14: There is not a consistent way that champion academy is tracked and followed up with. The students frequently attending continue to complete reflection sheets without a change in behavior, resulting in them engaging in the same behavior.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: To strengthen our campus culture, there is a significant opportunity to improve morale by fostering deeper connections among staff across grade levels and roles. Enhancing vertical alignment and collaboration can build mutual respect and create a more unified, supportive professional community.

Root Cause 15: Limited opportunities for cross-grade and cross-role collaboration have led to isolated practices and minimal positive interactions among staff, unintentionally creating divisions and hindering a shared sense of purpose across the campus.

Problem Statement 15 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: READING 1/3

As a Professional Learning Community, by May 2026, we will ensure that 90% of students are 'on level' in reading, as evidenced by the DRA3.

Evaluation Data Sources: DRA3

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: All reading teachers will be trained on guided reading by September30th, 2025 and utilize The Next Step Forward in Guided Reading resource to plan differentiated guided reading instruction emphasizing foundational reading skills (phonics & phonemic awareness). **Strategy's Expected Result/Impact:** Guaranteed and viable curriculum **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All reading teachers will share kids for small group reading instruction across grade levels, utilizing running records and common assessments to identify trends and create groups. **Strategy's Expected Result/Impact:** 90% of students will make a half year's growth or more by MOY (January). **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Despite a richly diverse student body, there is limited formalized integration of culturally responsive teaching practices and multilingual supports across all grade levels, impacting equitable access to instruction and family engagement. **Root Cause**: While staff value inclusivity, there is a lack of sustained professional development and campus-wide structures focused on cultural responsiveness, second-language acquisition strategies, and consistent bilingual communication systems. Teachers report limited access to scaffolds for multilingual learners beyond the ELAR block.
Student Learning
Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: READING 2/3

By May 2026, all students grow a minimum of one year, or one and a half years if below level, in reading as monitored by the Developmental Reading Assessment.

Evaluation Data Sources: DRA3 and running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: All reading teachers will be trained on guided reading by September 30th, 2025 and utilize The Next Step Forward in Guided Reading resource to plan differentiated guided reading instruction emphasizing foundational reading skills (phonics & phonemic awareness). **Strategy's Expected Result/Impact:** All staff will implement the 2-day lesson plan and monitor student's progress. **Staff Responsible for Monitoring:** Principal, AP, interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All reading teachers will share kids for small group reading instruction across grade levels, utilizing running records and common assessments to identify trends and create groups. **Strategy's Expected Result/Impact:** 90% of students will make a half year's growth or more by MOY (January). **Staff Responsible for Monitoring:** Principal, AP, interventionist, teacher leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Kinder-5th grade teachers work with outside consultant Sarah Waller for differentiated PD on reading and writing strategies/instruction and STAAR alignment. **Strategy's Expected Result/Impact:** Increase of students approaching, meeting, and mastering STAAR. **Staff Responsible for Monitoring:** Principal and AP **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for one to two days after each common formative assessment by providing targeted instruction. By utilizing the Stoplight Intervention Response each time, 80% of students will have mastered the post-assessment. **Strategy's Expected Result/Impact:** Decrease the number of students needing Tier 2 intervention during Corral time. **Staff Responsible for Monitoring:** Principal, AP, interventionist, team leader **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $77,650				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Sandbrock Ranch Elementary will use 100% of the district common assessments and monitor results to adjust for instruction. **Strategy's Expected Result/Impact:** Maintain consistency for monitoring and adjusting instruction **Staff Responsible for Monitoring:** Principal, AP, Interventionist **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Despite a richly diverse student body, there is limited formalized integration of culturally responsive teaching practices and multilingual supports across all grade levels, impacting equitable access to instruction and family engagement. **Root Cause**: While staff value inclusivity, there is a lack of sustained professional development and campus-wide structures focused on cultural responsiveness, second-language acquisition strategies, and consistent bilingual communication systems. Teachers report limited access to scaffolds for multilingual learners beyond the ELAR block.

Student Learning

Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Problem Statement 3: There is a lack of consistency in planning and implementing instructional essentials across grade levels. This includes the removal of key components without clear criteria, limited vertical alignment to TEKS in unit plans, and inconsistent use and perceived rigor of district-provided resources, leading to instructional gaps and increased reliance on teacher-created materials. **Root Cause**: There is a growing perception that the UBD units lack rigor and are not fully aligned with the TEKS. Across grade levels, the use of district-provided and supplemental materials is inconsistent, leading to an over-reliance on teacher-created or external resources. In addition, the units do not include built-in supports for planning prerequisite skills, which makes it difficult for teachers to scaf

Problem Statement 4: Time constraints hinder differentiated instruction and intervention, inconsistent small group structures, and a lack of aligned resources, impacting the ability to meet the diverse needs of Tier 1, 2, and 3 students. **Root Cause**: Scheduling conflicts and the lack of protected intervention time hinder consistent student support. Variability in instructional delivery creates uneven learning experiences, and limited access to STAAR-aligned, leveled, and developmentally appropriate resources restricts effective planning.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: MATH 1/2

May 2026, 80% of students scoring one grade level below on the iReady Math diagnostic will meet their stretch goal, and 80% of students scoring on or above grade level will meet their typical goal.

Evaluation Data Sources: Math iReady BOY, MOY, and EOY diagnostic

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will provide pre-requisite/extension small group instruction and deliver Tier 1 and Tier 2 intervention daily with fidelity. Teachers will use a math small group lesson plan template to plan small group instruction. **Strategy's Expected Result/Impact:** Through weekly walkthroughs, all math teachers will implement the math small group lesson plan with a 100% success rate by October. **Staff Responsible for Monitoring:** Principal and AP **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Math At Bat (Math Planning Protocol) - 1x/week for each grade level to model effective math instructional strategies for intervention & extension by using the UBD and district resources with fidelity. **Strategy's Expected Result/Impact:** Increase teacher efficacy and teacher behaviors **Staff Responsible for Monitoring:** Principal and teacher leader **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: K-2 students will participate in regular growth monitoring assessments. 3-5 students will participate in campus and state interim assessments to monitor progress. **Strategy's Expected Result/Impact:** Students will reach their stretch or typical growth goals. Students who are not successful will be on an intervention plan. **Staff Responsible for Monitoring:** Principal and AP **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for one to two days after each Common Formative Assessment by providing targeted instruction. 80% of students will have mastered the post-assessment by utilizing the Stoplight Intervention Response each time. **Strategy's Expected Result/Impact:** Decrease the number of students needing Tier 2 intervention during Corral time. **Staff Responsible for Monitoring:** Principal, AP, interventionist, team leader **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Students will complete the recommended minutes per week on i-Ready platform each week. **Strategy's Expected Result/Impact:** Students will reach their stretch or typical growth goals. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.
Problem Statement 4: Time constraints hinder differentiated instruction and intervention, inconsistent small group structures, and a lack of aligned resources, impacting the ability to meet the diverse needs of Tier 1, 2, and 3 students. **Root Cause**: Scheduling conflicts and the lack of protected intervention time hinder consistent student support. Variability in instructional delivery creates uneven learning experiences, and limited access to STAAR-aligned, leveled, and developmentally appropriate resources restricts effective planning.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: MATH 2/2

By May 2026, we will move at least 10% of 4th- and 5th-grade students up one STAAR performance level (DNM-APP, APP-ME, ME-MA) on the Math STAAR.

100% of students at Masters will maintain their achievement level on the Math STAAR test for 4th & 5th grade students.

Evaluation Data Sources: iReady diagnostics and campus/state interim assessments.
Formative assessments aligned to TEKS to identify immediate instructional needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Primary Numeracy groups will be pre-planned, and skills & tasks will be included in a small group lesson plan template. Primary Numeracy groups will be incorporated into the week at a glance for small-group instruction. **Strategy's Expected Result/Impact:** Increase foundational math skills **Staff Responsible for Monitoring:** Principal, AP, and interventionist **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Students not on grade level in math will have a personal math goal and an activity that correlates to that goal using district resources that is practiced each day in Math Workshop. **Strategy's Expected Result/Impact:** Increase in student's efficacy and math progression. **Staff Responsible for Monitoring:** Principal, AP, and interventionist **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Daily Numeracy Routines and Fact Fluency is built into the master schedule and will be done daily in all math classrooms. **Strategy's Expected Result/Impact:** Increase of fact fluency skills and numeracy skills. **Staff Responsible for Monitoring:** Principal and AP **Problem Statements:** Student Learning 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.
Problem Statement 3: There is a lack of consistency in planning and implementing instructional essentials across grade levels. This includes the removal of key components without clear criteria, limited vertical alignment to TEKS in unit plans, and inconsistent use and perceived rigor of district-provided resources, leading to instructional gaps and increased reliance on teacher-created materials. **Root Cause**: There is a growing perception that the UBD units lack rigor and are not fully aligned with the TEKS. Across grade levels, the use of district-provided and supplemental materials is inconsistent, leading to an over-reliance on teacher-created or external resources. In addition, the units do not include built-in supports for planning prerequisite skills, which makes it difficult for teachers to scaf

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: SCIENCE 1/1

By May 2026, 80% of students in Kindergarten through 5th grade will demonstrate mastery of grade-level science standards as measured by post-assessment data and district-level assessments.

Evaluation Data Sources: HMH post-assessment data, District Report Card Assessments
3-5 Standards Mastery

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will implement the "Hands-On" activities one time per unit. **Strategy's Expected Result/Impact:** Teachers will use CER exit tickets and other formative assessments to provide feedback and guide instruction. Teachers will track the post-assessment data using the SRE Teacher Data Binder. **Staff Responsible for Monitoring:** Principal, AP, team leader **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will create an interactive word wall or anchor chart with vocab words for every unit. **Strategy's Expected Result/Impact:** Increase understanding of each Science unit. **Staff Responsible for Monitoring:** Principal, AP, instructional team leader, interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Interactive Science Notebooks will be used in every kindergarten through 5th grade science classroom. **Strategy's Expected Result/Impact:** Increase use of models, science vocab, and graphics **Staff Responsible for Monitoring:** Principal, AP, instructional team leader, interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: PRE-K 1/1
1) 90% of Pre-K students can name 20 or more alphabet letters.
2) 75% of Pre-K students can produce 20 or more letter sounds.
3) 75% of Pre-K students can blend sounds to make words.

Evaluation Data Sources: CLI and report card assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: To ensure consistency and high-quality instruction in every classroom, all Pre-K teachers are expected to use the Three Cheers curriculum as outlined in our pacing guides. **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The Pre-K department provides ongoing support through The Buzz. This weekly newsletter highlights curriculum reminders and shares "just right" resources designed to help teachers implement Three Cheers with fidelity. **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Despite a richly diverse student body, there is limited formalized integration of culturally responsive teaching practices and multilingual supports across all grade levels, impacting equitable access to instruction and family engagement. **Root Cause**: While staff value inclusivity, there is a lack of sustained professional development and campus-wide structures focused on cultural responsiveness, second-language acquisition strategies, and consistent bilingual communication systems. Teachers report limited access to scaffolds for multilingual learners beyond the ELAR block.

Student Learning

Problem Statement 3: There is a lack of consistency in planning and implementing instructional essentials across grade levels. This includes the removal of key components without clear criteria, limited vertical alignment to TEKS in unit plans, and inconsistent use and perceived rigor of district-provided resources, leading to instructional gaps and increased reliance on teacher-created materials. **Root Cause**: There is a growing perception that the UBD units lack rigor and are not fully aligned with the TEKS. Across grade levels, the use of district-provided and supplemental materials is inconsistent, leading to an over-reliance on teacher-created or external resources. In addition, the units do not include built-in supports for planning prerequisite skills, which makes it difficult for teachers to scaf

Compass Point 1: Excellence In Student Outcomes

Performance Objective 7: WRITING 1/1

By May 2026, 75% of K-2 students will produce grade-level appropriate writing with complete sentences, correct grammar, and a clear main idea; 75% of 3-5 students will score 3 out of 5 or higher on the STAAR ECR response.

Evaluation Data Sources: Writing rubric (K-2)
STAAR ECR (3-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: K-5 will embed outside components including phonics, phonemic awareness, grammar, and read alouds into their daily master schedule. **Strategy's Expected Result/Impact:** Opportunity to engage in well-rounded literacy instruction to increase reading and writing skills. **Staff Responsible for Monitoring:** Principal and AP **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: 3-5 students will participate in goal setting with their teacher on past ECR responses to goal set and get feedback along the way. TRIBE teachers will enforce goal setting with students. **Strategy's Expected Result/Impact:** Grow the child's ability to write an ECR with all the required components. **Staff Responsible for Monitoring:** Principal and AP **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Although SRE monitors demographic data closely, current staffing levels are insufficient to meet the full instructional and support needs of all students identified in special populations, particularly within SPED, 504, EB, and MTSS. **Root Cause**: The campus is understaffed and overserved, with a high percentage of students qualifying for specialized services and interventions. Inclusion support restricts the ability to provide consistent, high-quality services to all eligible students. In some cases, one staff member is expected to serve a large caseload.

Student Learning

Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 8: READING 3/3

By May 2026, we will move at least 15% of 4th- and 5th-grade students up one STAAR performance level (DNM-APP, APP-ME, ME-MA) on the Reading STAAR.

100% of students at Masters will maintain their achievement level on the Reading STAAR test for 4th & 5th grade students.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Teachers will use interim and classroom data to identify 4th- and 5th-grade students performing below Masters and provide targeted small-group instruction focused on reading comprehension, vocabulary, and critical analysis skills. Instruction will be aligned to TEKS and tailored to move students up at least one performance level. **Strategy's Expected Result/Impact:** At least 15% of 4th- and 5th-grade students currently performing below Masters will move up one STAAR performance level (DNM - APP, APP - ME, ME - MA). Students will show measurable growth on interim assessments and classroom-based reading measures leading up to STAAR. **Staff Responsible for Monitoring:** Principal, AP, interventionist **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Students already performing at the Masters level will engage in enrichment opportunities that emphasize higher-order thinking, advanced text analysis, and cross-curricular connections. This will ensure that 100% of students at Masters maintain their performance on the Reading STAAR. **Strategy's Expected Result/Impact:** 100% of students already at the Masters level will maintain their achievement on the Reading STAAR. Students at Masters will demonstrate increased depth of understanding through enrichment tasks, reflected in higher rigor writing responses, classroom projects, and district assessments. **Staff Responsible for Monitoring:** Principal, AP, interventionist **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Although SRE monitors demographic data closely, current staffing levels are insufficient to meet the full instructional and support needs of all students identified in special populations, particularly within SPED, 504, EB, and MTSS. **Root Cause**: The campus is understaffed and overserved, with a high percentage of students qualifying for specialized services and interventions. Inclusion support restricts the ability to provide consistent, high-quality services to all eligible students. In some cases, one staff member is expected to serve a large caseload.
Student Learning
Problem Statement 1: Despite consistent reading gains across grade levels, math performance remains significantly below expectations, with many students scoring one or more grade levels behind on iReady and demonstrating inconsistent mastery of essential math standards. **Root Cause**: There is a lack of systematized small group instruction and prerequisite scaffolding in math across grade levels. Vertical alignment of vocabulary, strategies, and pacing is underdeveloped, and current intervention structures do not provide sufficient time or resources to address foundational math gaps, especially for students below level.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 9: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 10: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: STAFF ENGAGEMENT 1/1

By May 2026, 85% of staff will indicate a positive work-life balance and engagement, as measured by an increase in our overall engagement on the Gallup Q12 survey.

Evaluation Data Sources: Gallup Q12 Survey and Pulse Surveys will be done regularly to gauge progress and receive feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: School committees are established to ensure distributive leadership and give all teachers a voice in decision-making. **Strategy's Expected Result/Impact:** Q7: At work my opinions seem to count. **Staff Responsible for Monitoring:** Principal and committee leads **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Roles & responsibilities are established for team roles & collaborative planning to ensure workload is distributed equitably and all teachers have an opportunity to contribute to lesson design within the instructional cycle. **Strategy's Expected Result/Impact:** Q9: My coworkers are committed to doing quality work. **Staff Responsible for Monitoring:** Principal and team leader **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: We will partner with PTA to help increase parent volunteers by coordinating classroom volunteers for copies, data binders, Tuesday folders, etc... **Strategy's Expected Result/Impact:** Q3: At work I have the opportunity to do what I do best every day. **Staff Responsible for Monitoring:** Principal and AP **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: SRE recognizes that parent and community engagement is essential to student success, yet current involvement is limited and inconsistent across classes and grade levels. Gaps in partnership, communication, and awareness of opportunities hinder support for student learning, school climate, and overall achievement. **Root Cause**: There is a lack of alignment in the needs by teachers and the needs of the PTA. Due to limitations like lack of time and unclear expectations, families must choose which needs to prioritize in the realm of school needs.
Problem Statement 5: To strengthen our campus culture, there is a significant opportunity to improve morale by fostering deeper connections among staff across grade levels and roles. Enhancing vertical alignment and collaboration can build mutual respect and create a more unified, supportive professional community. **Root Cause**: Limited opportunities for cross-grade and cross-role collaboration have led to isolated practices and minimal positive interactions among staff, unintentionally creating divisions and hindering a shared sense of purpose across the campus.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: ATTENDANCE 1/1

By May of 2025, SRE staff and students will maintain a 97% attendance rate.

Evaluation Data Sources: Attendance dashboard, AESOP

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: SRE will have proactive communication with families about attendance policies. **Strategy's Expected Result/Impact:** Increase excused absences **Staff Responsible for Monitoring:** AP, attendance clerk **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: SRE will implement monthly attendance incentives for students and homeroom classes to encourage consistent attendance. **Strategy's Expected Result/Impact:** Increase ADA by taking attendance between window **Staff Responsible for Monitoring:** AP, attendance clerk **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Perfect Attendance Parties and Champion Awards will recognize students, while classroom rewards like extra recess and a traveling trophy will motivate entire classes. **Strategy's Expected Result/Impact:** Increase perfect attendance rate **Staff Responsible for Monitoring:** AP, attendance clerk **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: SRE recognizes that parent and community engagement is essential to student success, yet current involvement is limited and inconsistent across classes and grade levels. Gaps in partnership, communication, and awareness of opportunities hinder support for student learning, school climate, and overall achievement. **Root Cause**: There is a lack of alignment in the needs by teachers and the needs of the PTA. Due to limitations like lack of time and unclear expectations, families must choose which needs to prioritize in the realm of school needs.
Problem Statement 2: SRE prioritizes school-home relationships in order to foster a "team" that supports student success. However, with limitations such as a lack of time, inconsistent communication methods and times, and language/cultural differences, there is a gap in shared information that allows families to fully support the mission of the school. **Root Cause**: 54% of teachers communicate with families more than twice a week throughout the school year while 46% of teachers communicate with families once a week or even less often.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: FAMILY ENGAGEMENT

By May 2026, 95% of families will report satisfaction with school communication and partnership on end-of-year surveys.

Evaluation Data Sources: Gallup Family Engagement Survey
Family Satisfaction Surveys
Participation Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: All students will take home their Data Binder at a minimum once a month. The Data Binder will house reading level information, campus assessments, district benchmarks, and any other pertinent information. **Strategy's Expected Result/Impact:** Increase of parent's awareness of student's progress **Staff Responsible for Monitoring:** Principal and AP **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Teachers will send a weekly family email on Tuesdays with current events, learning targets, and classroom-specific information In addition, every child will take home a Tuesday folder with flyers and classwork. **Strategy's Expected Result/Impact:** Engage families in what is going on in and out of the classroom, as well as updates on what their child is learning. **Staff Responsible for Monitoring:** Team communication chair **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The schoolwide newsletter, The Fence Post, will be sent home at the beginning of each month. **Strategy's Expected Result/Impact:** Families will be informed about what is going on that month and how to get involved. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: We will host a monthly Champion Assembly to recognize students for their character and academic achievements in the classroom. Families will be invited to the assembly to highlight their students' success. **Strategy's Expected Result/Impact:** Increase family engagement and opportunity to recognize student achievement **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: SRE recognizes that parent and community engagement is essential to student success, yet current involvement is limited and inconsistent across classes and grade levels. Gaps in partnership, communication, and awareness of opportunities hinder support for student learning, school climate, and overall achievement. **Root Cause**: There is a lack of alignment in the needs by teachers and the needs of the PTA. Due to limitations like lack of time and unclear expectations, families must choose which needs to prioritize in the realm of school needs.
Problem Statement 2: SRE prioritizes school-home relationships in order to foster a "team" that supports student success. However, with limitations such as a lack of time, inconsistent communication methods and times, and language/cultural differences, there is a gap in shared information that allows families to fully support the mission of the school. **Root Cause**: 54% of teachers communicate with families more than twice a week throughout the school year while 46% of teachers communicate with families once a week or even less often.

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Site Based Decision Making Committee

Committee Role	Name	Position
Teacher	Ashley Horn	5th grade
Teacher	Marissa Smith	4th grade
Teacher	Abby McCrite	3rd grade
Teacher	Abby Riven	2nd grade
Teacher	Maygen Mireles	1st grade
Teacher	Lindsay Harley	3rd Grade
Support Staff	Nancy Petolick	Interventionist
Community	Greg Petolick	Community
Parent	Katie Warrick	Secretary
Admin	Kristina Nichols	AP
Admin	Claire Springer	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Interventionist		$77,650.00
				Sub-Total	$77,650.00

Denton Independent School District

Savannah Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Our school exists to prepare students for the future by ensuring they are safe, kind, and learning each day.

Vision

Savannah Elementary will be a collaborative community of excellence that produces high levels of achievement for ALL.

Value Statement

Values:

Gratitude

Achievement

Teamwork

Opportunity

Respect

Service

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2025

Demographics

Demographics Summary

This includes data our CLT studied together.

Savannah Elementary opened in 2006 to meet the needs of the rapidly-growing eastern portion of the district. The school is named after Savannah, the master-planned community along U.S. Highway 380 in which it stands. Savannah is one of eight elementary schools in the Braswell Zone, the fastest growing zone in Denton ISD according to the Templeton growth reports.

Mascot: Gators

School Colors: Orange, Blue, Green

Mission: Our school exists to prepare students for the future by ensuring they are safe, kind, and learning each day.

Vision: Savannah Elementary will be a collaborative community of excellence that produces high levels of achievement for ALL.

Values:

Gratitude
Achievement
Teamwork
Opportunity
Respect
Service

Savannah prides itself on its innovative and structured approach to education, with teachers stressing the importance of an academic foundation while also incorporating new ideas and technology into the classroom. Daily enrichment or remediation instruction helps students achieve skills. Our school's staff has been recognized for its innovative ideas and programs with honors and grants.

Our current enrollment for the 25-26 school year is 628 students.

Savannah is predominantly a neighborhood school. Our current student population demographics are: White 31%, Black or African American 35%, Hispanic 24%, Asian 8%, and American Indian 2%.

Additionally, 44% of our students are economically disadvantaged. We have 18% of our students served by Special Education.

There are fifty teachers, twelve paraprofessionals, two administrators, and one school counselor serving Savannah students.

The average student attendance over the course of the 24-25 school year was 95%.

We have 217 current members in our school's PTA.

Demographics Strengths

- **Diversity**
- **Staff varied experiences and backgrounds**
- **Parent and community involvement**
- **Student retention (more student enrollments vs. student withdrawals)**

Problem Statements Identifying Demographics Needs

Problem Statement 1: We require a range of learning materials, including books, technology, and activities that reflect the diverse backgrounds and interests of the student population.
Root Cause: Over time our literacy library resources have be come outdated and no longer match the demographics of our diverse campus population.

Problem Statement 2: Teachers need training to effectively address the diverse learning needs of students, including culturally responsive pedagogy and differentiated instruction.
Root Cause: Our campus demographics are becoming increasingly diverse linguistically, racially, economically, and in learning backgrounds.

Student Learning

Student Learning Summary

Savannah STAAR Data 2024-25

Campus 2025 overall score: 73

Campus 2025 Letter Grade: C

Domain 1: 62

Domain II: A 71

Domain II: B 54

Domain 3: 76

iReady Reading

Percent meeting Tier 1 iReady EOY Expectations in Math.

Grade Level:	BOY	MOY	EOY
Kinder	8%	35% (+27%)	60% (+52%)
First	9%	21% (+12%)	50% (+41%)
Second	7%	21% (+14%)	43% (+36%)
Third	10%	21% (+11%)	43% (+33%)
Fourth	9%	29% (+20%)	46% (+37%)

Grade Level:	BOY	MOY	EOY
Fifth	18%	36% (+18%)	56% (+38%)

iReady Math

Percent meeting Tier 1 iReady EOY Expectations in Reading.

Grade Level:	BOY	MOY	EOY
Kinder	23%	45% (+23%)	72% (+49%)
1st	16%	33% (+17%)	54% (+38%)
2nd	23%	39% (+16%)	53% (+30%)
3rd	32%	46% (+10%)	59% (+27%)
4th	16%	29% (+13%)	45% (+29%)
5th	37%	48% (+11%)	50% (+13%)

Student Learning Strengths

STAAR

Savannah moved from an accountability rating of "D" to a rating in 23-24 to a "C" in the 24-25 school year. We improved 11 points in overall Academic Growth. We also improved 11 points in Closing Gaps.

iReady Math Strengths:

Overall there was a 7% increase in students placing in Tier one compared to end of year data in 23-24.

iReady Reading Strengths

Overall there was a 3% increase in students placing in Tier one compared to end of year data in 23-24.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While we saw growth in our sub-populations according to STAAR data for 24-25, this is still a significant area of need. Our target areas include African American, Hispanic, Asian, and continuously enrolled.
Root Cause: For the first part of the 24-25 school year, not all of our subpopulation demographic data was noted on our campus progress monitoring documents which made identifying gaps unclear.

Problem Statement 2 (Prioritized): STAAR math data showed a campus wide weakness in multiplication and division, and area and perimeter.
Root Cause: There was not enough vertical team work in math to target campuswide weaknesses and strategically prepare each grade level cohort for the next grade level's rigor.

Problem Statement 3 (Prioritized): We have a large number of students still testing one grade level below in both reading and math according to iReady data.
Root Cause: There was not enough vertical team work to strategically prepare each grade level cohort for the next grade level. Due to our inexperienced teaching staff, we also need more professional development for instructional strategies to help teachers effectively monitor and deepen understandings.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

- Savannah is a model PLC school with well-defined processes for gathering and reviewing student performance data.
- We employ a well-planned master schedule to provide maximum instructional minutes and time for targeted intervention.
- We are committed to Denton ISD's curriculum, pacing guides, and assessment plan.

Technology

- Savannah is 1:1 for student Chromebooks.
- We have implemented iReady successfully and use the platform to inform instruction and intervention.

School Context and Organization

- Savannah is run by a large Guiding Coalition of campus leaders. This team includes members from all grade levels and special programs.
- Administration provides a weekly newsletter for staff ("Gator News") and a biweekly newsletter for Savannah families ("Savannah Shoutout").
- Savannah provides PD based on teachers' ongoing needs.

Staff Recruitment and Retention

- Savannah has a quality mentoring program comprised of a two-level mentoring network.
- We provide clear expectations for staff members via our "Gator Guidebook" teacher resource and weekly "What is Expected of Me This Week" section of our staff newsletter.

School Processes & Programs Strengths

- PLCs did well tracking SMART goals due to our organized tracking system (spreadsheets) and intentional conversation.
- GC does great job frequently updating CIP goal data for continued growth.
- Power passes have been piloted successfully in 5th grade.
- Responsive PD according to campus needs
- Biweekly PLT meetings, and weekly content planning, all with admin support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers still require significant training, especially for MTSS.

Root Cause: Increased turnover at Savannah has created a significant number of inexperienced teachers.

Problem Statement 2 (Prioritized): Data shows that there are skill gaps when students move from one grade level to the next grade. (Especially in math)
Root Cause: Savannah needs more vertical team work.

Perceptions

Perceptions Summary

Family and Community Involvement

- Savannah has an active, award-winning PTA that focuses on quality family events and advocacy.
- Savannah is committed to consistent communication, sending a biweekly "Savannah Shoutout" to families informing not only upcoming events, but resources, useful links, and updated grade level curriculum information.
- Savannah teachers send home student "Data Binders" once per month to communicate student progress to families.

School Culture and Climate

- Savannah hosts a monthly assembly called "Celebrate Savannah" to showcase students for Word of the Week awards, Caught in the Act winners, and good attendance.
- Savannah's Culture Coalition plans staff social events to promote friendships and engagement at work (at least one event each quarter).
- Savannah has developed a robust mentoring program including dedicated mentors, quality PD, and accessible resources to assist all new to teaching and new to Savannah teachers.

Perceptions Strengths

- According to student survey data, Savannah has strengths in the areas of students feeling "safe at school", being "able to learn at school", and "feeling successful at school".
  - On Gallup survey data with a 1-5 scale, Savannah parents have an engagement mean of 3.98 with specific strengths in the areas of school leadership. communications, and school environment.
  - On Gallup survey data teachers rated Savannah as a 4 out of 5 for their "supervisor caring for them." "understanding what's expected", and having "opportunities to learn and grow."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students reported an overall lack of kindness among the student body.
Root Cause: Our school counselor resigned mid-year which impacted the quality of guidance instruction for the 2024-25 school year.

Problem Statement 2: Teachers reported needing more praise at work.

Root Cause: High demands and expectations on teachers have led to a need for more praise.

Problem Statement 3: Teachers reported "not having the materials needed to do their best."
Root Cause: Budget cuts will require the school to be more creative in meeting classroom needs.

Priority Problem Statements

Problem Statement 1: New teachers still require significant training, especially for MTSS.

Root Cause 1: Increased turnover at Savannah has created a significant number of inexperienced teachers.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Data shows that there are skill gaps when students move from one grade level to the next grade. (Especially in math)

Root Cause 2: Savannah needs more vertical team work.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While we saw growth in our sub-populations according to STAAR data for 24-25, this is still a significant area of need. Our target areas include African American, Hispanic, Asian, and continuously enrolled.

Root Cause 3: For the first part of the 24-25 school year, not all of our subpopulation demographic data was noted on our campus progress monitoring documents which made identifying gaps unclear.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR math data showed a campus wide weakness in multiplication and division, and area and perimeter.

Root Cause 4: There was not enough vertical team work in math to target campuswide weaknesses and strategically prepare each grade level cohort for the next grade level's rigor.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We have a large number of students still testing one grade level below in both reading and math according to iReady data.

Root Cause 5: There was not enough vertical team work to strategically prepare each grade level cohort for the next grade level. Due to our inexperienced teaching staff, we also need more professional development for instructional strategies to help teachers effectively monitor and deepen understandings.

Problem Statement 5 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade 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
- 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, Savannah Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade Math STAAR performance.

3rd Grade Minimum Goal: 74% (from 52%)
4th Grade Minimum Goal: 72% (from 48%)
5th Grade Minimum Goal: 81% (from 60%)

High Priority

Evaluation Data Sources: iReady Data, STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Through monitoring understanding with key strategies daily, Savannah Elementary School will ensure all students achieve growth in Math by increasing the number of students placing in Tier One MOY expectations to 50% in each grade level according to i-Ready. **Strategy's Expected Result/Impact:** Improved Tier One instruction **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Savannah will use 100% of the district common assessments and monitor results for targeted intervention. Success criteria: 80% of K-1 students will be proficient in foundational skills based on PNA. **Strategy's Expected Result/Impact:** Build a quality foundation in math in the early grades **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Savannah will use 100% of the district common assessments and monitor results for targeted intervention. Success Criteria: 80% of 2-5 students will be proficient in math foundational skills based on common mastery checks. **Strategy's Expected Result/Impact:** Continue a quality foundation in math in the upper grades **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: During the 25-26 school year, Savannah instructional interventionists and coalitions will provide continued job-embedded PD that supports best math instructional practices, new teacher mentoring, and targeted math intervention for low performing students. **Strategy's Expected Result/Impact:** Improve Tier One instruction, improve new and veteran teachers' understanding of best practices **Staff Responsible for Monitoring:** Admin, Interventionists, and Coalition Members **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** Provide subs for PD - Title I, Part A - $3,356				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Savannah teachers and interventionists will provide targeted math instruction to close performance gaps. **Strategy's Expected Result/Impact:** Close performance gaps, improve our accountability rating. **Staff Responsible for Monitoring:** Admin, Interventionists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1 **Funding Sources:** Campus Interventionist - Title I, Part A - $82,392				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Savannah Elementary will provide parent training and resources focused on math curriculum and assessments to promote at home learning partnerships . **Strategy's Expected Result/Impact:** Improve accountability rating **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** Supplies, Books, iReady Consultant for Parent Training - Title I, Part A - $824.62, Snacks for parent Training - Title I, Part A - $274.87				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While we saw growth in our sub-populations according to STAAR data for 24-25, this is still a significant area of need. Our target areas include African American, Hispanic, Asian, and continuously enrolled. **Root Cause**: For the first part of the 24-25 school year, not all of our subpopulation demographic data was noted on our campus progress monitoring documents which made identifying gaps unclear.
Problem Statement 2: STAAR math data showed a campus wide weakness in multiplication and division, and area and perimeter. **Root Cause**: There was not enough vertical team work in math to target campuswide weaknesses and strategically prepare each grade level cohort for the next grade level's rigor.
Problem Statement 3: We have a large number of students still testing one grade level below in both reading and math according to iReady data. **Root Cause**: There was not enough vertical team work to strategically prepare each grade level cohort for the next grade level. Due to our inexperienced teaching staff, we also need more professional development for instructional strategies to help teachers effectively monitor and deepen understandings.
School Processes & Programs
Problem Statement 1: New teachers still require significant training, especially for MTSS. **Root Cause**: Increased turnover at Savannah has created a significant number of inexperienced teachers.
Problem Statement 2: Data shows that there are skill gaps when students move from one grade level to the next grade. (Especially in math) **Root Cause**: Savannah needs more vertical team work.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, Savannah Elementary will meet or exceed the Tier 3 minimum expectation score in "Approaches" for 3rd-5th grade ELAR STAAR performance.

3rd Grade Minimum Goal: 80% (from 67%)
4th Grade Minimum Goal: 86% (from 75%)
5th Grade Minimum Goal: 83% (from 68%)

High Priority

Evaluation Data Sources: iReady Data, STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Through monitoring understanding with key strategies daily, Savannah Elementary will ensure all students achieve growth in ELAR by increasing the number of students placing in Tier One MOY expectations to 50% in each grade level according to i-Ready. **Strategy's Expected Result/Impact:** Improve student reading achievement and progress **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Through practicing skills and processes, Savannah Elementary School will ensure 80% of students will be on track to make one or more year's growth. **Strategy's Expected Result/Impact:** Improve student reading achievement and progress **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Savannah will use 100% of the district common ELAR assessments and monitor results for targeted intervention. Success Criteria: 80% K-1 students on level based on District Literacy Assessments **Strategy's Expected Result/Impact:** Improve student achievement and progress **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Savannah will use 100% of the district common ELAR assessments and monitor results for targeted intervention. Success Criteria: 80% of 2-5 students will be proficient in ELAR foundational skills based on common mastery checks and ECR. **Strategy's Expected Result/Impact:** Improve student achievement and progress **Staff Responsible for Monitoring:** Grade Level Guiding Coalition Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: During the 25-26 school year, Savannah instructional interventionists and coalitions will provide continued job-embedded PD that supports best ELAR instructional practices, new teacher mentoring, and targeted ELAR intervention for low performing students. **Strategy's Expected Result/Impact:** Improve Tier One instruction, improve new and veteran teachers' understanding of best practices **Staff Responsible for Monitoring:** Admin, Interventionists, and Coalition Members **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1 **Funding Sources:** Provide subs for PD - Title I, Part A - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Savannah teachers and interventionists will provide targeted math instruction to close performance gaps. **Strategy's Expected Result/Impact:** Close performance gaps, improve our school rating **Staff Responsible for Monitoring:** Admin, Interventionists, Coalition Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Reading Interventionist - State Compensatory Education (SCE) - $24,898, Reading Interventionist - Title I, Part A - 2556 - $59,940				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Savannah Elementary will provide parent training and resources focused on ELAR curriculum and assessments to promote at home learning partnerships . **Strategy's Expected Result/Impact:** Improve accountability rating **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2 **Funding Sources:** Supplies, Books, iReady Parent Training - Title I, Part A - $824.63, Snacks for Parent Training - Title I, Part A - $274.88				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: While we saw growth in our sub-populations according to STAAR data for 24-25, this is still a significant area of need. Our target areas include African American, Hispanic, Asian, and continuously enrolled. **Root Cause**: For the first part of the 24-25 school year, not all of our subpopulation demographic data was noted on our campus progress monitoring documents which made identifying gaps unclear.
Problem Statement 3: We have a large number of students still testing one grade level below in both reading and math according to iReady data. **Root Cause**: There was not enough vertical team work to strategically prepare each grade level cohort for the next grade level. Due to our inexperienced teaching staff, we also need more professional development for instructional strategies to help teachers effectively monitor and deepen understandings.
School Processes & Programs
Problem Statement 1: New teachers still require significant training, especially for MTSS. **Root Cause**: Increased turnover at Savannah has created a significant number of inexperienced teachers.
Problem Statement 2: Data shows that there are skill gaps when students move from one grade level to the next grade. (Especially in math) **Root Cause**: Savannah needs more vertical team work.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By May of 2026, Savannah PreK will make typical growth in reading and math as evidenced by progress in counting, letter sounds, and identifying letters, words, and punctuation.

High Priority

Evaluation Data Sources: District PreK Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Through practicing skills and processes, 90% of Savannah Pre-K students can count up to ten objects. **Strategy's Expected Result/Impact:** Build a quality foundation in reading in the early grades **Staff Responsible for Monitoring:** PreK Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Through practicing skills and processes, 75% of Savannah Pre-K students can produce 20 or more letter sounds. **Strategy's Expected Result/Impact:** Build a quality foundation in reading in the early grades **Staff Responsible for Monitoring:** PreK Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Through practicing skills and processes, 80% of Savannah Pre-K students can identify a letter, word, and punctuation in a text. **Strategy's Expected Result/Impact:** Build a quality foundation in reading in the early grades **Staff Responsible for Monitoring:** PreK Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: While we saw growth in our sub-populations according to STAAR data for 24-25, this is still a significant area of need. Our target areas include African American, Hispanic, Asian, and continuously enrolled. **Root Cause**: For the first part of the 24-25 school year, not all of our subpopulation demographic data was noted on our campus progress monitoring documents which made identifying gaps unclear.
Problem Statement 3: We have a large number of students still testing one grade level below in both reading and math according to iReady data. **Root Cause**: There was not enough vertical team work to strategically prepare each grade level cohort for the next grade level. Due to our inexperienced teaching staff, we also need more professional development for instructional strategies to help teachers effectively monitor and deepen understandings.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May of 2026, Savannah Elementary teachers will "Understand What is Expected" of them at work according to Gallup survey data and intermittent campus survey data as evidenced by an engagement mean of 4.5.

High Priority

Evaluation Data Sources: -Q12 Data
-Intermittent Campus Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Admin will provide a "Understanding what is expected of me" Section in Gator News (weekly staff newsletter). **Strategy's Expected Result/Impact:** Educate teachers on weekly expectations. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Savannah admin will send out a quarterly survey to check in with teachers about our "Understanding what is expected" goal. We will respond to the survey data based on reported trends. **Strategy's Expected Result/Impact:** Improve teacher's work experience so that they understand what is expected each day. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: New teachers still require significant training, especially for MTSS. **Root Cause**: Increased turnover at Savannah has created a significant number of inexperienced teachers.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May of 2026, Savannah staff and students will maintain a 97% attendance rate.

High Priority

Evaluation Data Sources: Power BI, AESOP absence management

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Through monitoring understanding with key strategies daily, Savannah Elementary School will ensure all students achieve growth in Math by increasing the number of students placing in Tier One MOY expectations to 50% in each grade level according to i-Ready.
1	1	4	During the 25-26 school year, Savannah instructional interventionists and coalitions will provide continued job-embedded PD that supports best math instructional practices, new teacher mentoring, and targeted math intervention for low performing students.
1	1	5	Savannah teachers and interventionists will provide targeted math instruction to close performance gaps.
1	1	6	Savannah Elementary will provide parent training and resources focused on math curriculum and assessments to promote at home learning partnerships .
1	2	2	Through practicing skills and processes, Savannah Elementary School will ensure 80% of students will be on track to make one or more year's growth.
1	2	4	Savannah will use 100% of the district common ELAR assessments and monitor results for targeted intervention. Success Criteria: 80% of 2-5 students will be proficient in ELAR foundational skills based on common mastery checks and ECR.
1	2	5	During the 25-26 school year, Savannah instructional interventionists and coalitions will provide continued job-embedded PD that supports best ELAR instructional practices, new teacher mentoring, and targeted ELAR intervention for low performing students.
1	2	6	Savannah teachers and interventionists will provide targeted math instruction to close performance gaps.
1	2	7	Savannah Elementary will provide parent training and resources focused on ELAR curriculum and assessments to promote at home learning partnerships .

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	3	Savannah will use 100% of the district common assessments and monitor results for targeted intervention. Success Criteria: 80% of 2-5 students will be proficient in math foundational skills based on common mastery checks.

State Compensatory

Budget for Savannah Elementary

Total SCE Funds: $12,000.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

We will hire former teachers and/or counselors to come in and coach novice teachers on classroom management, behavior strategies, etc. We will also hire former teachers to support math and reading tutoring.

Personnel for Savannah Elementary

Name	Position	FTE
Diana Boor	Math Intervention	0.5
Porcia Agnew	Reading Intervention	0.5

Campus Leadership Team

Committee Role	Name	Position
Counselor	Jenn Runion	Counselor
Paraprofessional	Kristin Naidoo	AFS Para
Paraprofessional	LaQuata Eston	Campus Secretary
Classroom Teacher	Ashley Ahlheim	PreK
Administrator	Andi Hawkins	Principal
Non-classroom Teacher	Brittnie Huynh	Dyslexia
Administrator	Rebecca Ellison	Assistant Principal
Classroom Teacher	Jennifer Nagy	5th Grade Teacher
Classroom Teacher	Meaghan Jarosz	5th Grade Teacher
Classroom Teacher	Wendy Leidecker	4th Grade Teaher
Classroom Teacher	Abby Dilley	4th Grade Teacher
Classroom Teacher	Starleeia Lucas	3rd Grade Teacher
Classroom Teacher	Kim Soto	3rd Grade Teacher
Classroom Teacher	Carrie Herman	2nd Grade Teacher
Classroom Teacher	Daisy Gomez	2nd Grade Teacher
Classroom Teacher	Morgan Zazula	1st Grade Teacher
Classroom Teacher	Katie Goedken	Kinder Teacher
Classroom Teacher	Mandi Bruce	Kinder Teacher
Non-classroom Professional	Jennifer Johann	Math Intervention
Non-classroom Professional	Elizabeth Dowden	Reading Intervention
Classroom Teacher	Kathy Holt	Librarian
District-level Professional	Heather Eby	Facilitator/Instructional Programs
Parent Rep	Ivy Solis	PTA Representative
Parent Rep	Jillyn Peeples	Community Representative
Community Rep	Barry Hoeffelder	Community Rep

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6	Reading Interventionist		$24,898.00
				Sub-Total	$24,898.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Provide subs for PD		$3,356.00
1	1	5	Campus Interventionist		$82,392.00
1	1	6	Supplies, Books, iReady Consultant for Parent Training		$824.62
1	1	6	Snacks for parent Training		$274.87
1	2	5	Provide subs for PD		$3,000.00
1	2	6	Reading Interventionist	2556	$59,940.00
1	2	7	Supplies, Books, iReady Parent Training		$824.63
1	2	7	Snacks for Parent Training		$274.88
				Sub-Total	$150,887.00

Addendums

iReady Diagnostic Results 2024-25

BOY Math

MOY Math

EOY Math

BOY Reading

MOY Reading

EOY Reading

BOY Math

Math-All Students

Overall Placement

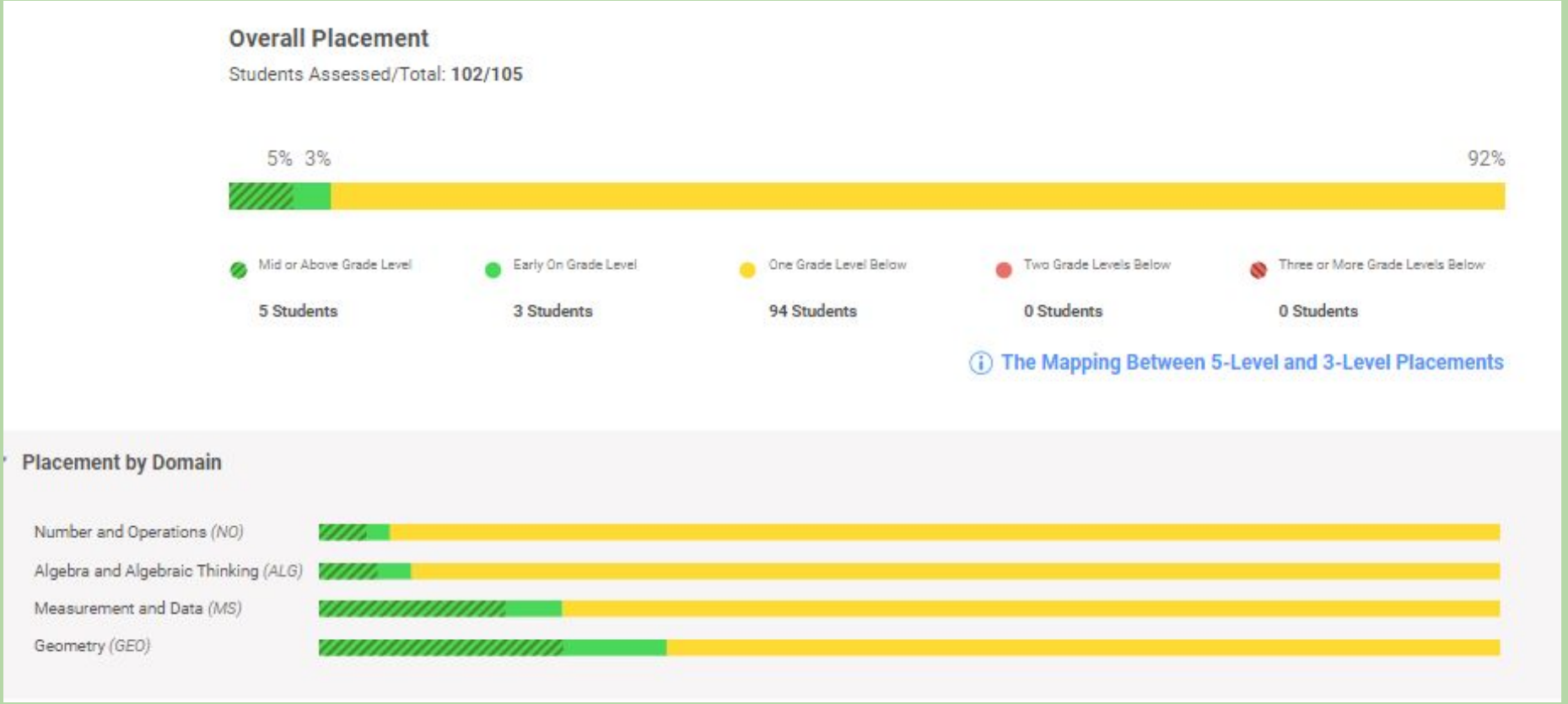
Students Assessed/Total: **684/689**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
19 Students	49 Students	388 Students	157 Students	71 Students

ⓘ The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

Math-Kinder


Overall Placement
Students Assessed/Total: 102/105
5% 3%
92%
Mid or Above Grade Level
Early On Grade Level
One Grade Level Below
Two Grade Levels Below
Three or More Grade Levels Below
5 Students
3 Students
94 Students
0 Students
0 Students
The Mapping Between 5-Level and 3-Level Placements
Placement by Domain
Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

Math-1st Grade

Overall Placement

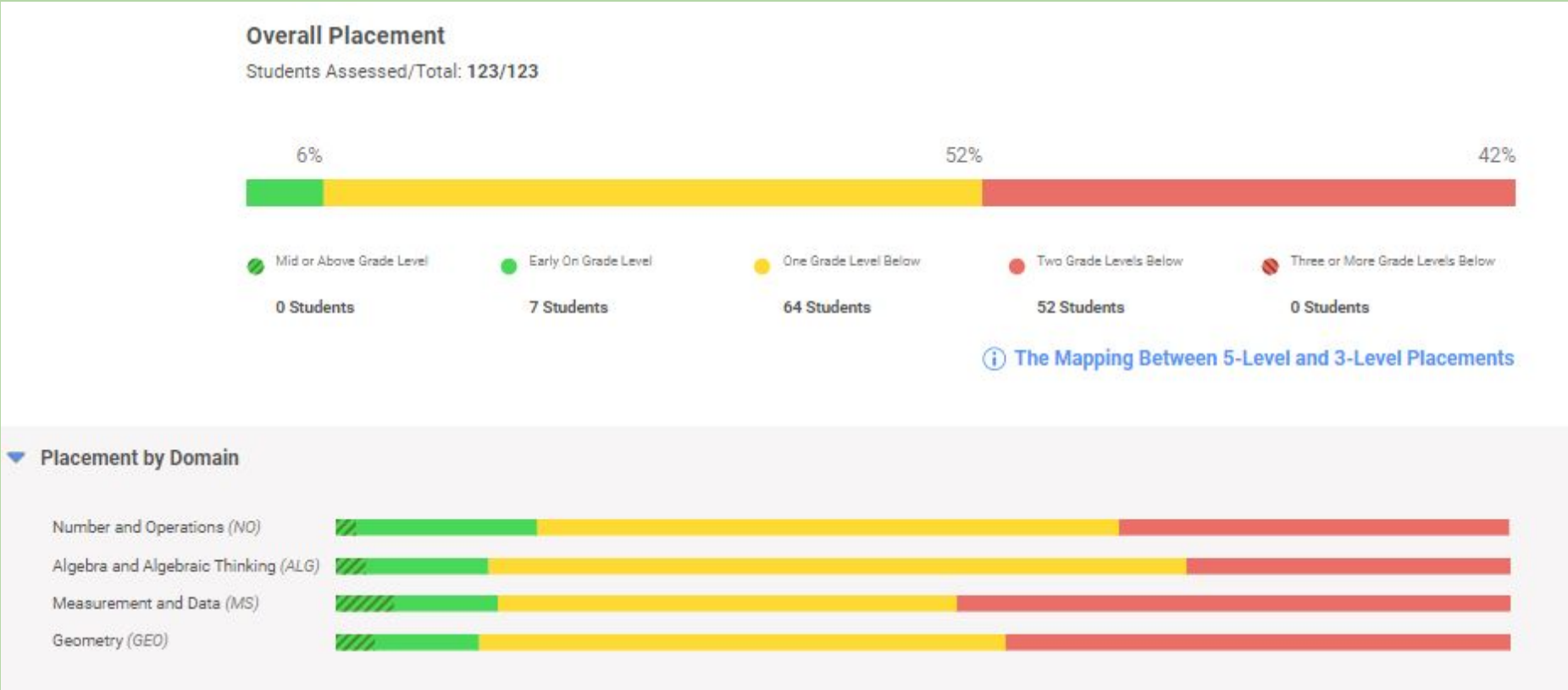
Students Assessed/Total: **99/99**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
2 Students	7 Students	65 Students	25 Students	0 Students

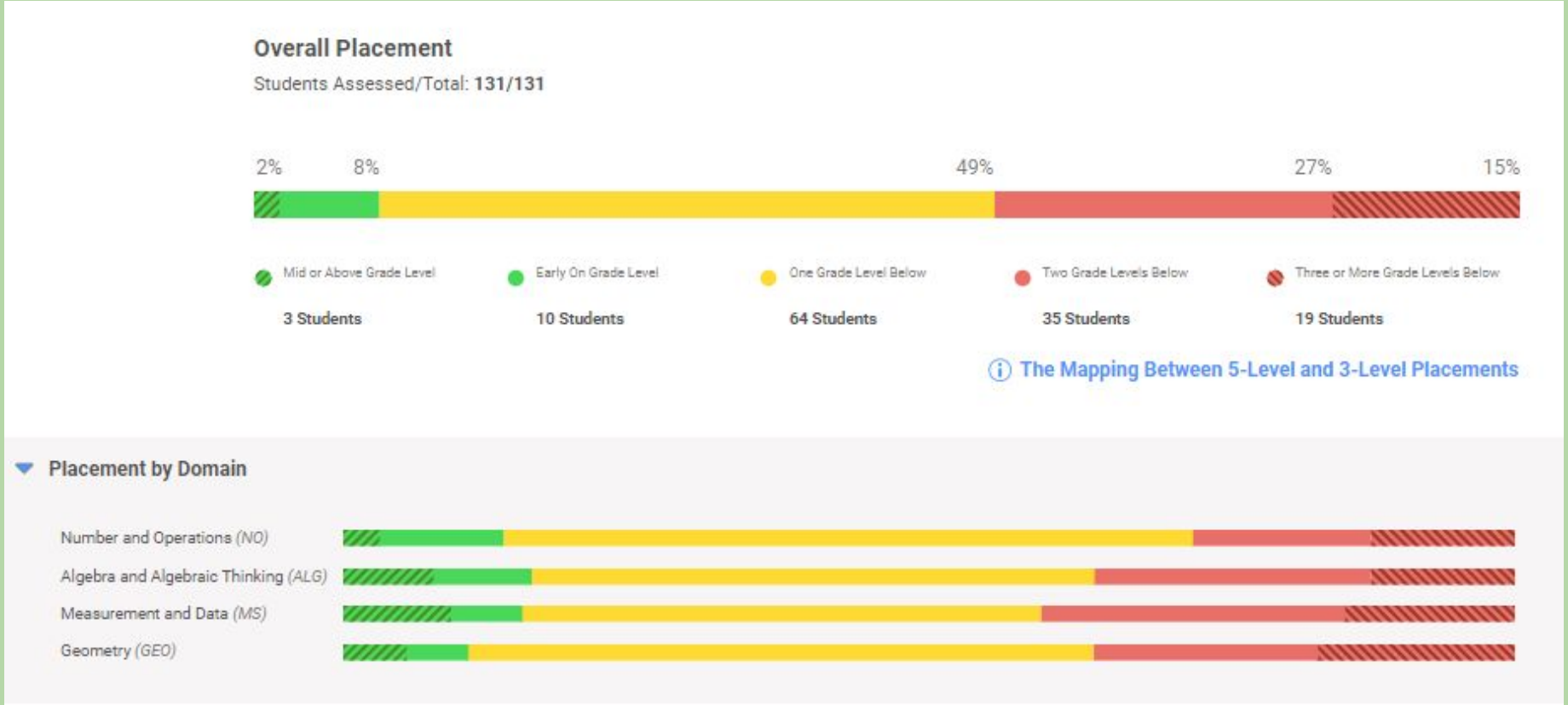
The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

Math-2nd Grade



Math-3rd Grade



Math-4th Grade

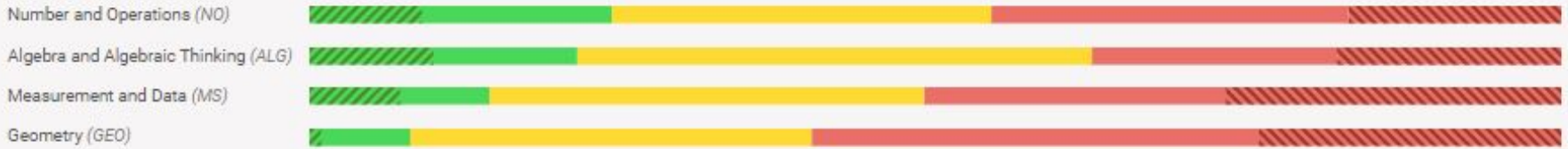
Overall Placement

Students Assessed/Total: **112/112**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
1 Student	9 Students	51 Students	26 Students	25 Students

The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



Math-5th Grade

Overall Placement

Students Assessed/Total: **117/119**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
8 Students	13 Students	50 Students	19 Students	27 Students

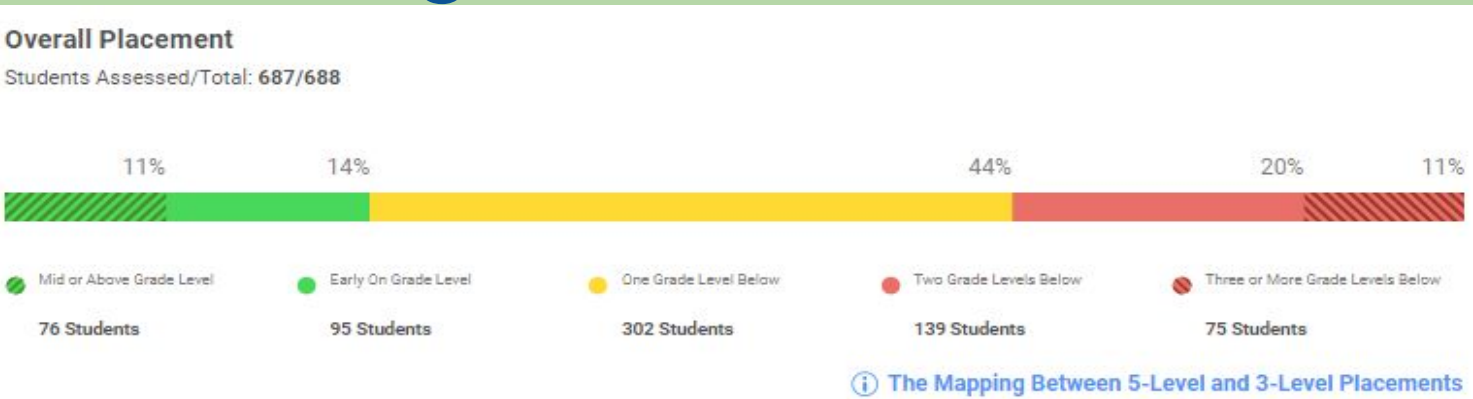
The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

BOY

Reading

Reading-All Students



Reading-Kinder

Overall Placement

Students Assessed/Total: **104/104**

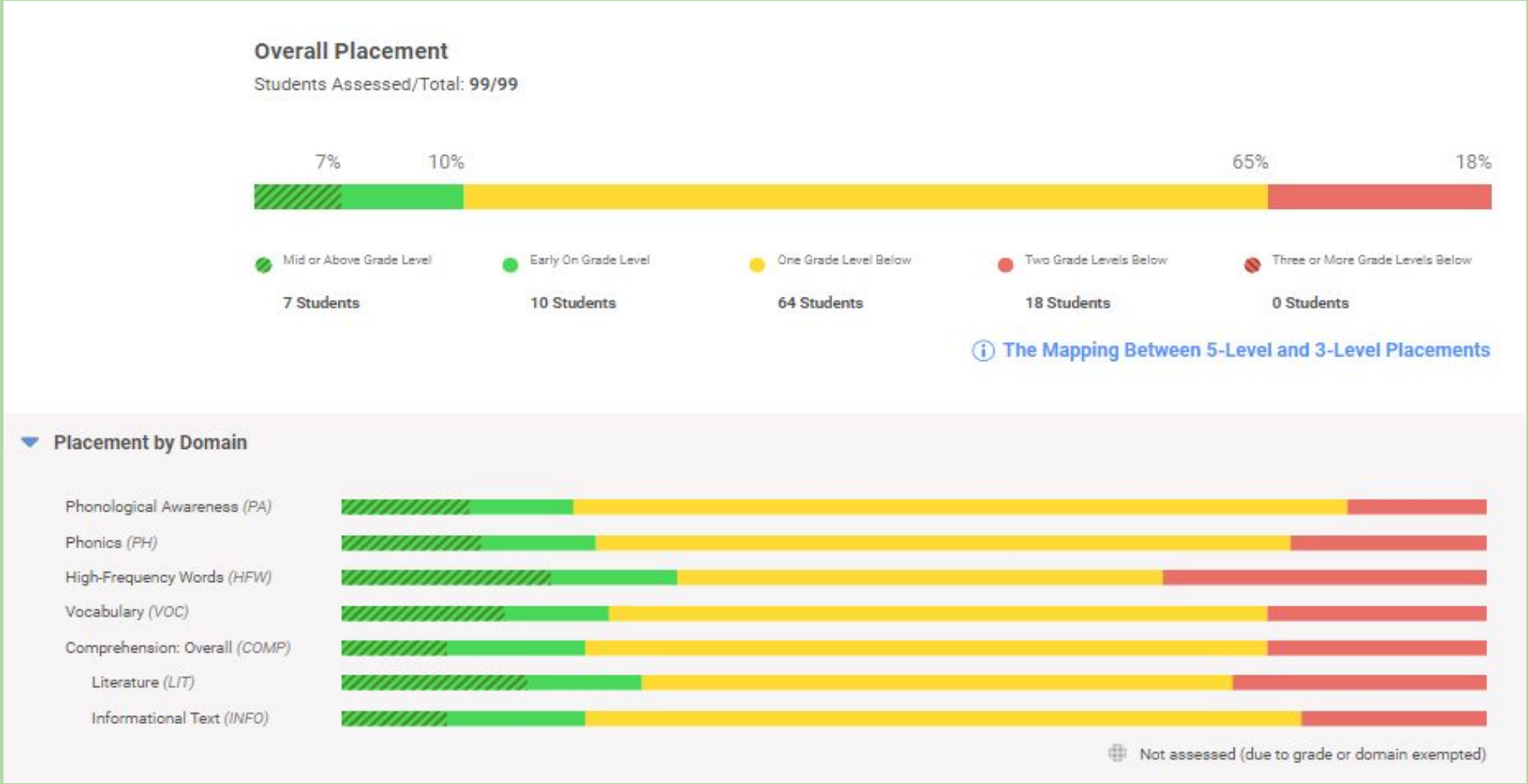
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
8 Students	15 Students	81 Students	0 Students	0 Students

The Mapping Between 5-Level and 3-Level Placements

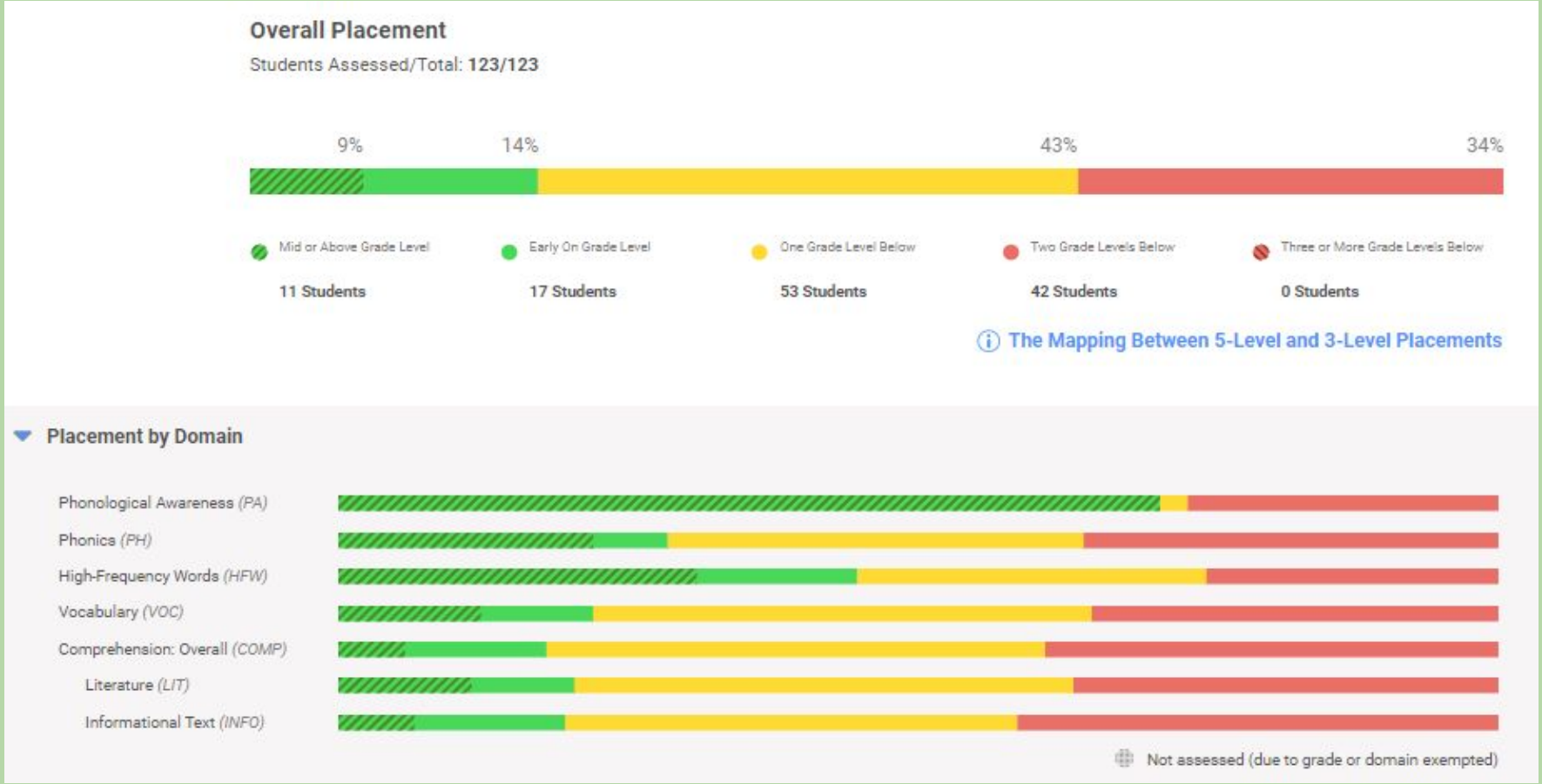
Placement by Domain

Not assessed (due to grade or domain exempted)

Reading-1st Grade



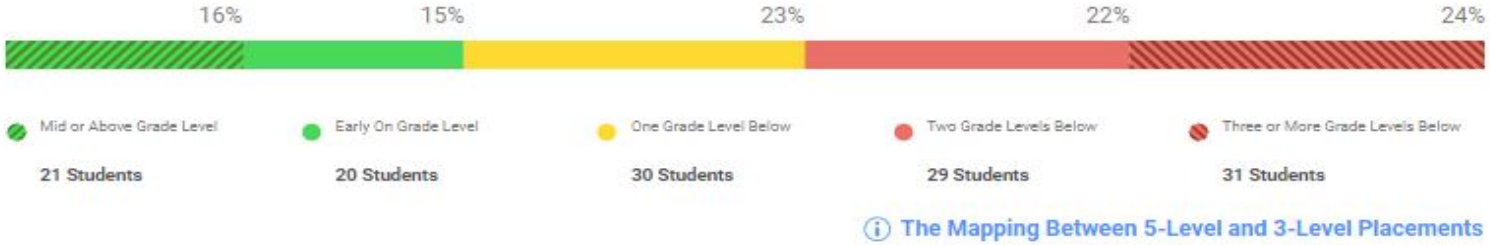
Reading-2nd Grade



Reading-3rd Grade

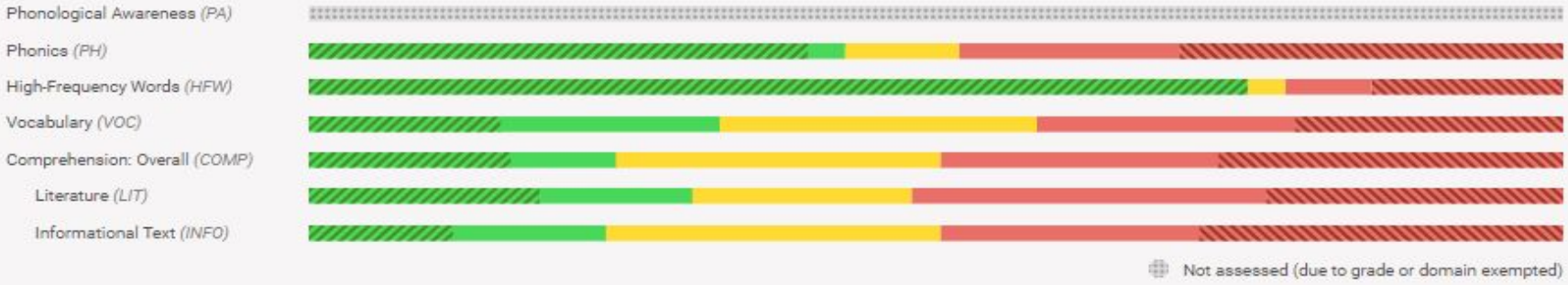
Overall Placement

Students Assessed/Total: **131/131**

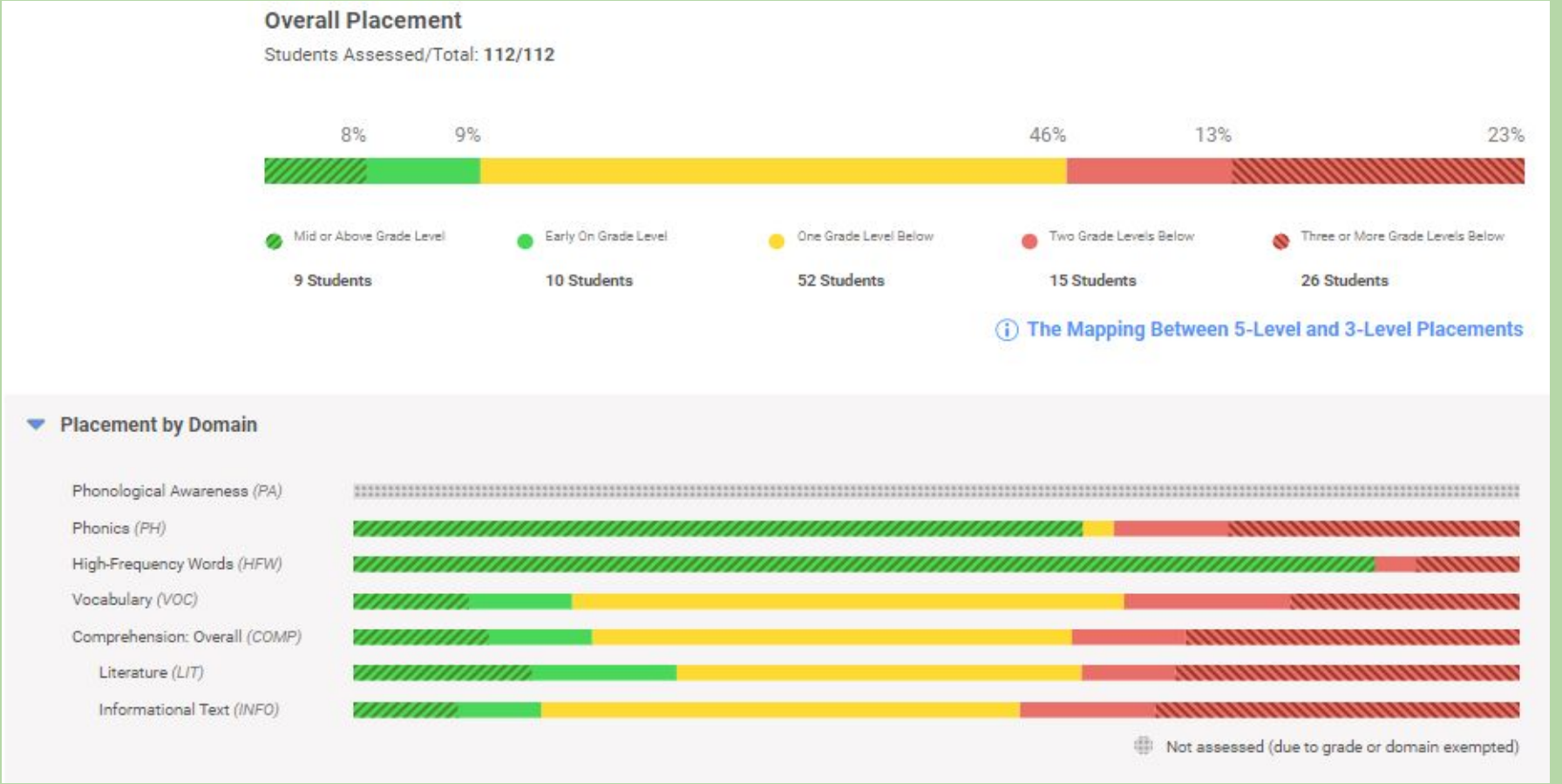


The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



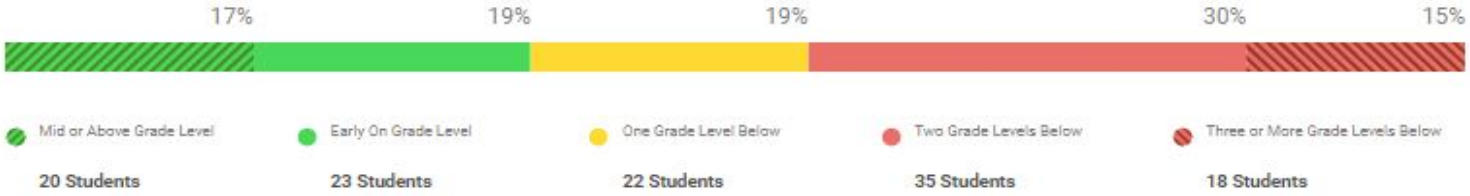
Reading-4th Grade



Reading-5th Grade

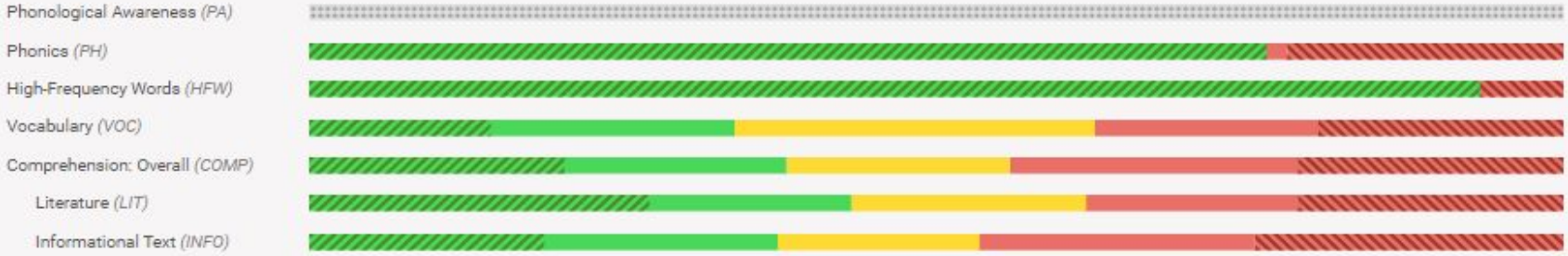
Overall Placement

Students Assessed/Total: **118/119**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



STAAR 2024

3rd Grade

3M	DNM	46%
	Approaches	27%
	Meets	22%
	Masters	5%
3R	DNM	39%
	Approaches	30%
	Meets	22%
	Masters	10%

4th Grade

4M	DNM	58%
	Approaches	25%
	Meets	11%
	Masters	7%
4R	DNM	26%
	Approaches	33%
	Meets	27%
	Masters	15%

5th Grade

5M	DNM	42%
	Approaches	22%
	Meets	28%
	Masters	9%
5R	DNM	26%
	Approaches	24%
	Meets	27%
	Masters	23%
5S	DNM	62%
	Approaches	29%
	Meets	2%
	Masters	6%

Gators
Savannah Elementary

Denton Independent School District

Stephens Elementary

2025-2026 Campus Improvement Plan

STEPHENS
ELEMENTARY

Mission Statement

Building a Community of Learners for Life

Vision

A safe, welcoming, united community that motivates happiness and innovative learning.

Value Statement

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

History and Who We Are

Established: 2008

Mascot: Bulldogs

Colors: Blue and Silver

Mission: Building a community of lifelong learners

Vision: A safe, welcoming united community that inspires happiness and innovative learning

Values: United, Learning, Community, Positivity

About Us

Established in 2008, our school proudly bears the name of Olive Stephens, the esteemed former mayor of Shady Shores, whose indelible leadership spanned nearly four decades, leaving an enduring legacy of service and dedication.

Our campus serves as a vibrant hub of learning and diversity, welcoming students from surrounding neighborhoods and nearby apartments who commute to our location. As a Title 1 campus, we are committed to providing equitable access to quality education for all our students, fostering an inclusive environment where every child has the opportunity to thrive.

We take immense pride in our strong partnerships with local businesses and organizations, including CoServ, Boys and Girls Club, Shady Shores Baptist Church, Rotary Club, and the Lost Generation Mentoring program. Through these collaborations, we are able to extend our reach beyond the school walls, providing invaluable resources and support to our students and families.

Furthermore, our active Parent-Teacher Association (PTA) plays a pivotal role in enhancing the school community, organizing events, fundraisers, and volunteer opportunities that enrich the educational experience for all.

Demographics

Stephens Elementary	
Total Enrollment	483
Mobility Rate	22%

Stephens Elementary- Enrollment by Race/Ethnicity	
African American	38%
Asian	5%
Hispanic	18%
American Indian	1%
Pacific Islander	0%
Two or More Races	5%
White	32%

Stephens Elementary- Student Enrollment by Type	
Economically Disadvantaged	60%
McKinney Vento	.4%
Emergent Bilingual	6.7%

Stephens Elementary- Student Enrollment by Type	
Special Education Services	17.2%
Gifted and Talented	5.6%
504	8%
DMTSS	13%

Stephens Elementary- Programs Offered	
Program	Enrollment
Early Childhood Special Education (ECSE)	11
Pre-K	30
Comms	24
EB Students	31
EXPO	26
Reading Recovery	14
3-5 Math Intervention	50
3-5 Reading Intervention	34
Dyslexia	30

Stephens Elementary- Enrollment by Grade	
Grade Level	Enrollment
PreK (all programs)	54
Kindergarten	69
1st Grade	75
2nd Grade	81
3rd Grade	63
4th Grade	74
5th Grade	59

Demographics Strengths

Strengths

- We have a diverse population and improved our staff demographics this year to better match our students
- We have 4 self-contained special education classrooms, that allow us to provide a continuity of services for our PK-5th grade communications students
- We have strong intervention support that allows our students at Tier 2 and Tier 3 to receive specialized instruction as needed

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all of our families are represented at after school events or on our PTA.
Root Cause: Families that live further away from the school and may not have transportation, are not always able to attend or access resources on the campus.

Student Learning

Student Learning Summary

PK Letter ID % At Risk (AR), Progressing (P), On-Level (OL), Above Level (AL)

On Level 72%

Progressing 20%

At Risk 8%

Kindergarten Reading % AR, P, OL, AL

On Level: 29%

Progressing: 25%

At Risk: 46%

Kindergarten % of students who have made expected or accelerated growth in math

29% (Not including the third Kindergarten class as they were instructed to not administer I-Ready at this time due to behavioral circumstances in the classroom.)

1st Grade Reading % AR, P, OL, AL

47% of students are reading above grade level.

13% of students are reading on grade level.

16% of students are progressing per reading level.

24% of students are at-risk per reading level.

1st Grade Math % of students AR, P, OL, AL

47% of students are on level

31% of students are progressing

22% of students are at risk

2nd Grade Reading % AR, P, OL, AL

41% at risk

17.5% progressing

26.25 on level

10% above level

3rd Grade Reading % AR, P, OL, AL

Above Level: 38%

On Level: 59%

Progressing: 72%

At-Risk: 28%

3rd Grade Math % of students AR, P, OL, AL

Above Level: 22%

On Level: 44%

Progressing: 57%

At Risk: 43%

4th Grade Reading % AR, P, OL, AL

Above Level: 17%

On Level: 36%

Progressing: 51%

At Risk: 49%

4th Grade Math % of students AR, P, OL, AL

Above Level: 15%

On Level: 21%

Progressing: 37%

At Risk: 63%

5th Grade Reading % AR, P, OL, AL

At - Risk - 20%

Progress - 4%

On - Level - 24%

Above - 52%

5th Grade Math % of students AR, P, OL, AL

At - Risk - 24%

Progress - 24%

On - Level - 31%

Above - 22%

SPED % for Reading & Math

Reading: based on DRA reading level estimated 80% or more of SPED are below level or at risk

Math: Based on Math common assessment estimated 90% of SPED are at risk

Impact of Interventions

Intervention	# of Students	% AR	% P	% OL or AL
Reading Recovery	14	36%	50%	14%
Literacy Groups	1st: 18 2nd: 8	1st: 16% 2nd: 62%	1st: 67% 2nd: 25%	1st: 17% 2nd: 13%
Tutor Groups (Nana)	K: 27 1st: 13 2nd: 2	K: 67% 1st: 16% 2nd: 100%	K: 22% 1st: 69% 2nd: 0%	K: 11% 1st: 15% 2nd: 0%
Tutor Groups (Gritti) (1-3 Oct-Dec) (4-5 Jan-Feb)	50 (grades 1-5)	59.5%	23%	14.8%
House Bill 1416 Students				
3-5 Math Intervention	50	Total: 70% 3rd: 42% 4th: 95% 5th: 61%	Total: 16% 3rd: 25% 4th: 5% 5th: 22%	Total: 14% 3rd: 33% 4th: 0% 5th: 17%
3-5 Reading Intervention	34	Total: 52% 3rd: 33% 4th: 66% 5th: 43%	Total: 12% 3rd: 25% 4th: 6% 5th: 14%	Total: 36% 3rd: 42% 4th: 26% 5th: 43%

Student Learning Strengths

Strengths

- Vertical teaming that our 3-5 grade reading and math teachers participated in allowed for better alignment in literacy and math practices which led to more aligned student growth and success
- PK, 1st, and 2nd grade all showed expected or accelerated growth from beginning to end of year as measured by IReady and district assessments
- The majority of our Tier 2 and Tier 3 reading intervention students made at least a year's worth of growth
- Title I tutors provided support to teams that had brand new teachers

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels.
Root Cause: The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.

Problem Statement 2 (Prioritized): Math across the campus is scoring lower than literacy and than other similar campuses across the district
Root Cause: Low results in Primary Numeracy cause gaps in students as they go into the middle grades. Lack of consistency in using our districts curriculum to create a guaranteed and viable learning.

School Processes & Programs

School Processes & Programs Summary

PLC Processes

Frequency of PLCs:

PK: bi-weekly

Kinder: Every other week

1st, 5th, SPED: weekly

2nd: officially every other week, but we meet as a team daily.

3rd & 4th: Team: Bi Weekly, Vertical: Bi Weekly

Length of PLCs:

PK: an hour

Kinder, 3rd: 40 minutes

1st, 5th, SPED: 30 minutes to an hour

2nd: anywhere from 40 minutes to an hour and a half

Processes or Systems in place for PLC across the campus:

Weekly Team PLC meetings, Vertical Team PLC meetings, Uninterrupted time given for teams to meet as a PLC, Using the 4 Critical Questions of a PLC, Establishing Norms, Use of the PLC Cycle- identifying essential TEKS, Learning Targets, Common Assessments, Writing SMART Goals, Formative Assessments, Reviewing Student Data

Review norms, values, purpose statement at the beginning of each meeting. Have the same roles for every PLC. Every PLC meets every other week. Each agenda has to be made prior to the meeting with things only that relate back to the 4 essential questions, PLC agenda templates, assignments from coalition, Guiding coalition

PLCs meet every other week for an hour at the end of the day. Teams meet weekly or more frequently, as needed.

Different types of PLCs at Stephens (guiding coalition, team, vertical, whole school)

CHAMPS

Amount of staff trained:

PK: 2

Kinder: 2 out of 3

4th: 2 out of 3

1st, 2nd, 3rd, 5th: all

SPED: all

Processes or systems in place across the campus:

Staff Meetings/Trainings, Grade Level Meetings about CHAMPS expectations, Lesson Plans for students at the BOY for CHAMPS, Example and Nonexamples (videos from staff), CHAMPS signs visible in hallways, cafeteria, classrooms, and restrooms, Schoolwide and classroom incentives for CHAMPS (thermometers)

We use Dojo as a school-wide reward, posters in the hall, use the same lessons when teaching at the beginning of the year, common areas are consistent throughout the building

Hallway CHAMPS data tracker on our phones

Bus duty arrival procedures, line expectations - level 0, straight line

House System

Amount of staff trained: (Not trained, it was more observations)

PK: 1

Kinder: 1 out of 3

3rd: all (through Stephens training not full Ron Clark Academy)

1st: all (through Stephens training not full Ron Clark Academy)

2nd: 1 to Ron Clark; 3 through campus training

4th: all (through Stephens training not full Ron Clark Academy)

5th: all (through Stephens training not full Ron Clark Academy)

SPED: 1 to Ron Clark; the rest through campus training

Extra Curricular Activities

Drama Kids,TEACH Denton, STUCO, Choir, Art Club, Orchestra, Track event Library Club, Helping Hands, Fitness, Cheer

Student participation numbers in extra curriculars...

PK/Kinder: 1

1st grade: 4

2nd grade: 3

3rd Grade: 7

4th Grade: ½ of our students

5th grade: ½ of our students

Math Instruction

How long is your math block?

PK: 45 minutes, integrated throughout the day
Kinder: 80 minutes
1st grade: 60 minutes
2nd Grade: 80 minutes
3rd Grade: 110 minutes
4th Grade: 80 minutes

5th Grade: 75 minutes + 30 minutes Target

Math block consists of...

PK: whole group, small group, centers
Kinder: Daily Numeracy, Stem Scopes, Math Workshop, Math Stations, Small Groups
1st grade: Warm-Up- Number of the Day and Fact Fluency (20 min), Mini Lesson and Active Engagement (20 min), Independent Practice and Math Menu/Math Tubs/Small Groups (20 min)
2nd Grade: fact fluency, workshop, number talks
3rd Grade: Morning Meeting, Building Fact Fluency, Daily Warm Up Questions, Target Time, Mini Lesson, Must Do, Can Do , Share/Closing
4th grade: warm-up, mini-lesson, explore (must do), closing

5th grade: Opening (varying between number sense, hook, problem of the day, warmup) (5 minutes), Mini-Lesson (notes) (15 minutes), Explore Task (activity w/ notebook over today's lesson) (25-30 minutes), Intervention / Small Groups (15 minutes), Reflection / Close (5-10 minutes)

Math instruction...

PK: Adopted District Curriculum

Kinder: StemScopes, PNA materials, Lessons from District UbDs, IReady Materials

1st grade :Fact Fluency Kits, PNA materials, Investigations, Lessons from District UbDs,

3rd Grade: StemScopes, Fact Fluency Kits, PNA materials, Lessons from District UbDs, SeeSaw PreCreated Materials, IReady Materials

4th grade: UBD, STEMscopes, i-Ready, Think Up!, Fact Fluency kits,

5th grade: StemScopes, Fact Fluency Kits, Investigations, Lessons from District UbDs,SeeSaw PreCreated Materials, Ideas found on Pinterest, IReady Materials,

2nd Grade: StemScopes, Fact Fluency Kits, PNA materials, Investigations, Lessons from District UbDs, SeeSaw PreCreated Materials, IReady Materials

Professional development for math instruction

PK: curriculum training

Kinder: PNA w/ district coach, StemScopes, I-Ready

1st grade: First Grade Math Fact Fluency 2023, 1st Grade I-Ready 2023, Math 2nd 9 Weeks Curriculum Preview 2022, Building Fact, Fluency Addition and Subtraction 2021, Deepening Understanding of Addition and Subtraction 2021, PNA Interventions 2021

2nd Grade: Mega Lab, Fetterman attended CAMT this past summer

3rd Grade: CAMT, Math Training (2 days), Lead Forward Rockin Review, iReady Training (Gentry and Stewart: None)

4th Grade: New teacher training, i-ready training, STEMscopes training

5th grade: Lead4Ward - Rockin' Review, CAMT, District - Rigor and Math Process Standards, IReady, AFL - Designing Engaging Assessments, District - Math 3rd 9 Weeks Curriculum Preview, District - Math 2nd 9 Weeks Curriculum Preview

Tier 2 and 3 Small Group Instruction Schedule:

PK: weekly
Kinder: 2-3 times weekly
1st grade: 4-5 days a week
2nd grade: 4 times a week

3rd, 4th & 5th grade: Daily

Use the Fact Fluency kits...

PK: n/a
Kinder: n/a
1st grade: 4 days a week
2nd grade: occasionally
3rd Grade: Everyday starting 2nd semester
4th Grade: occasionally (more in the beginning of the year)
5th Grade: once a week with small groups

School Processes & Programs Strengths

Strengths

- Aligned campus practices in PLC; every team has the same standards and accountability for what their PLT time should look like
- Implementation of the Guiding Coalition
- Reintroducing CHAMPS created consistency across the building for schoolwide expectations
- Hallway behavior improved
- Arrival in the morning improved
- Adopting Dojo allowed for cohesiveness in giving positive reinforcement and communicating with parents
- The improvements to the House system caused better buy in by staff and students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Disruptive behavior continues to be a challenge
Root Cause: Working to support the needs of all students and teaching them appropriate communication strategies. Working to enhance campus systems and expectations for behavior in all areas.

Perceptions

Perceptions Summary

Comparison of Engagement Results

2023-24

Engagement Mean

VIEW DETAILS

Change
0.02

Percentile Rank
31st

The mean is greater than 31% of those in the Gallup Overall database.

Respondents
33

Highest Q12 Items

Q06. Development
3.97
GET ADVICE
CREATE ACTION PLAN

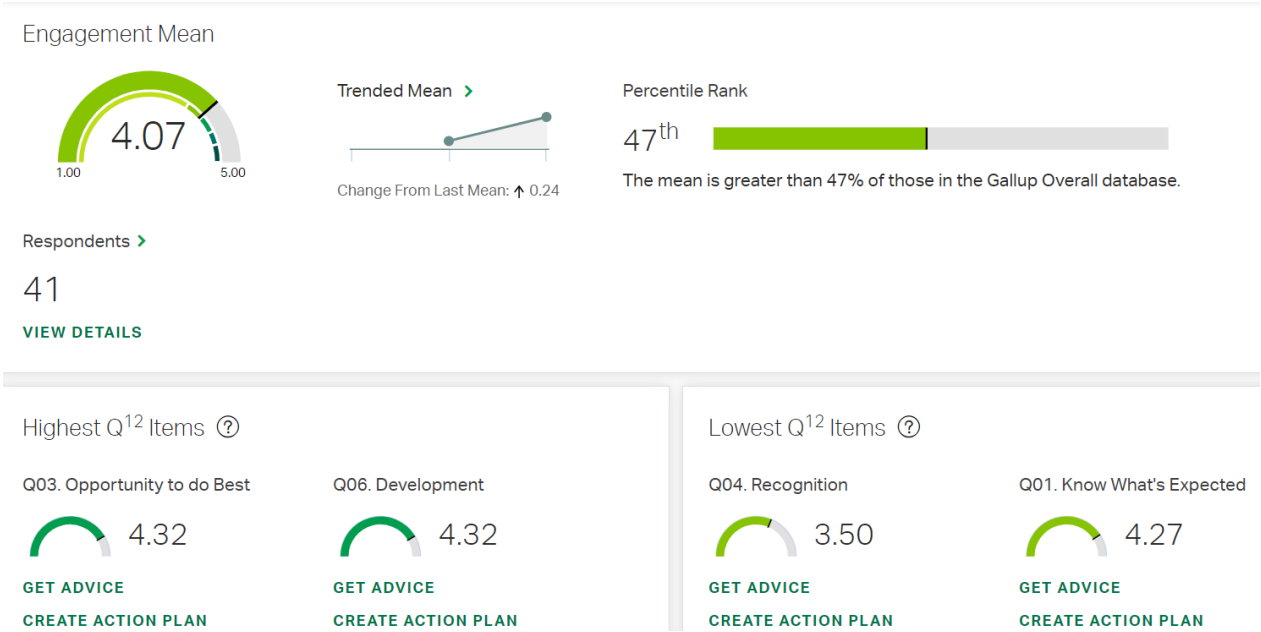
Q10. Best Friend
3.97
GET ADVICE
CREATE ACTION PLAN

Lowest Q12 Items

Q04. Recognition
3.27
GET ADVICE
CREATE ACTION PLAN

Q01. Know What's Expected
4.15
GET ADVICE
CREATE ACTION PLAN

2024-25



School Events

Event	Number in attendance	Pros and Cons
Back to School Bash		Pro: Not pressure like Meet the Teacher, kids enjoyed it. Idea: Combine with Meet the Teacher Night and have a big hot-dog supper
Red Ribbon Week (SEL Week)	School-wide celebration (during school hours)	Pro: Love the easy dress up days Idea: More activities throughout the week
Book Character Parade	School-wide celebration (during school hours)	Pros: Fun way to celebrate reading Cons: Longer route, invite parents to view out front and have the route be outside

Event	Number in attendance	Pros and Cons
STEM Night/2nd grade performance/Book Fair	26 family members signed in	Pros: Kids not in 2nd grade enjoyed all the STEM activities Cons: 2nd graders didn't get to participate in STEM Night, book fair didn't get a lot of traffic, audience was about the same size
Read Across America Week	School-wide celebration (during school hours)	Pros: Community member involvement
Big Art Day	School-wide celebration (during school hours)	Pros: Kids loved stations Cons: Fun Run not being at the same time
Kindness Week	School-wide celebration (during school hours)	
Egg Hunt	School-wide celebration (during school hours)	Pros: It is a fun and organized (not chaotic or stressful) experience that all students may not have the opportunity to participate in otherwise. It builds community because parents can attend and it allows kids to be kids! All students get to participate! Cons: Specials team not getting to participate at all
Kindergarten Music Program	37 family members signed-in	Pros: Well attended Cons: None
4th Grade Music Program	7 family members signed-in	Pros: Worked out having the week after Spring Break Cons: Not having enough time to practice on stage
Kindergarten Round Up	20ish family members	Pros: Students getting to meet their potential teachers, lots of free supplies; community involvement Cons: Too many stations for families to get to (do specials areas need to be a stop?)

Perceptions Strengths

Strengths

- Overall engagement score increased from 23-24
- Variety of family engagement events
- Parents report feeling valued when coming to our school and that communication is appropriate and helpful

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We would like to increase the amount of parents in the building volunteering on a regular basis
Root Cause: We need more opportunities and events during the school day such as award ceremonies, parent breakfasts, that would naturally draw parents into the building.

Priority Problem Statements

Problem Statement 1: Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels.

Root Cause 1: The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math across the campus is scoring lower than literacy and than other similar campuses across the district

Root Cause 2: Low results in Primary Numeracy cause gaps in students as they go into the middle grades. Lack of consistency in using our districts curriculum to create a guaranteed and viable learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Disruptive behavior continues to be a challenge

Root Cause 3: Working to support the needs of all students and teaching them appropriate communication strategies. Working to enhance campus systems and expectations for behavior in all areas.

Problem Statement 3 Areas: School Processes & Programs

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)
- Planning and decision making committee(s) meeting data

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 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

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
- 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

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 4 minimum expectation score of Approaches in Math STAAR performance of 68% in 3rd Grade, 67% in 4th Grade and 74% in 5th Grade.

High Priority

HB3 Compass Point

Evaluation Data Sources: Exit Tickets
Progress Monitoring for math
STAAR Interims
STAAR
i-Ready Diagnostics and Student Mastery Checks
PK Report Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Provide instructional coaching and intervention support by the Campus Interventionists and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing our district curriculum, and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Coach - Title I, Part A - $85,163				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All math teachers will attend District math PD, differentiated to the needs of the teacher, and implement strategies learned in the PD throughout the year. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Grade Level Teachers Intervention Team Admin Team Guiding Coalition **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Guiding Coalition Members will lead our campus in refining vertical math essential standards, creating cognitive ladders for each essential standard, and implementing the campus created tool to progress monitor students' achievement on the essential Standards. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Guiding Coalition Interventionist Team Teachers Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Provide substitutes for on-going staff development, progress monitoring, and collaborative planning for teachers to increase student engagement and instructional rigor. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Substitutes - provide staff time to meet in grade level and vertical content PLTs - Title I, Part A - $4,386				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Provide after school tutoring for 3rd-5th grade students to increase the amount of students who Approach, Meet and Master on the Math STAAR. **Strategy's Expected Result/Impact:** Closing academic gaps and improving achievement of our Tier 2 and 3 students. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels. **Root Cause**: The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.
Problem Statement 2: Math across the campus is scoring lower than literacy and than other similar campuses across the district **Root Cause**: Low results in Primary Numeracy cause gaps in students as they go into the middle grades. Lack of consistency in using our districts curriculum to create a guaranteed and viable learning.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 4 minimum expectation score of Approaches in RLA STAAR performance of 76% in 3rd Grade, 83% in 4th Grade and 78% in 5th Grade.

Evaluation Data Sources: Exit Tickets
Progress Monitoring for reading language arts
STAAR Interims
STAAR
i-Ready Diagnostics and Student Mastery Checks
PK Report Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Provide instructional coaching and intervention support by the Campus Interventionists and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing our district curriculum, and improving instructional practices using the instructional framework. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Intervention Team District Coach Administrators Guiding Coalition **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading Interventionist - Title I, Part A - 2556 - $63,870, Reading Interventionist - State Compensatory Education (SCE) - $34,113				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All reading language arts teachers will attend District RLA PD, differentiated to the needs of the teacher, and implement strategies learned in the PD throughout the year. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Grade Level Teachers Intervention Team Admin Team Guiding Coalition **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Guiding Coalition Members will lead our campus in identifying essential standards, developing cognitive ladders for each essential standard, and implementing the campus created tool to progress monitor students' achievement on the essential Standards. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Guiding Coalition Interventionist Team Teachers Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Provide substitutes for on-going staff development, progress monitoring, and collaborative planning for teachers to increase student engagement and instructional rigor. **Strategy's Expected Result/Impact:** Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for the 2025-2026 school year. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Provide after school tutoring for 3rd-5th grade students to increase the amount of students who Approach, Meet and Master on the RLA STAAR. **Strategy's Expected Result/Impact:** Closing academic gaps and improving achievement of our Tier 2 and 3 students. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: The number of engaged staff members, as measured through the annual Gallup Engagement Survey, will increase from 43% to 60%.

High Priority

Evaluation Data Sources: Staff Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The Guiding Coalition and Campus Leadership Team will collaboratively develop the master schedule and PD plan to address Q3: At work, I have the opportunity to do what I do best every day. **Strategy's Expected Result/Impact:** Improved teacher autonomy and effectiveness of the master schedule **Staff Responsible for Monitoring:** Administrators Guiding Coalition Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: The Guiding Coalition and team leaders will meet at least once a month to review process, procedures, and SBDM to address Q07: At work, my opinions seem to count. **Strategy's Expected Result/Impact:** Improved staff communication and decision making **Staff Responsible for Monitoring:** Administrators Guiding Coalition Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: The Guiding Coalition and Campus Leadership Team will ensure access to district curriculum resources in order to address Q02: I have the materials and equipment I need to do my work right. **Strategy's Expected Result/Impact:** Improved teacher curriculum knowledge, skills, and access to resources **Staff Responsible for Monitoring:** Administrators Guiding Coalition Campus Leadership Team Instructional Coaches				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels. **Root Cause**: The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	5	Provide after school tutoring for 3rd-5th grade students to increase the amount of students who Approach, Meet and Master on the Math STAAR.
1	2	5	Provide after school tutoring for 3rd-5th grade students to increase the amount of students who Approach, Meet and Master on the RLA STAAR.

State Compensatory

Budget for Stephens Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Stephens Elementary

Name	Position	FTE
Rebekah Perrone	Reading/Math Interventionist	1

Title I Personnel

Name	Position	Program	FTE
Melissa Davis	Campus Instructional Coach	Title 1 A	1

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Heather Bryant	Teacher
Classroom Teacher	Emilie Galaviz	Teacher
Classroom Teacher	Erin Phillips	Teacher
Classroom Teacher	Amy Fetterman	Teacher
Classroom Teacher	Jennifer Bennett	Teacher
Classroom Teacher	Kaitlyn Pound	Teacher
Classroom Teacher	Courtney Lopez	Teacher
Classroom Teacher	Nancy Leggett	Teacher
Classroom Teacher	Creashunee Greene	Teacher
Interventionist	Rebekah Perrone	Teacher
Specialized Support	Hill Kathryn	Counselor
Interventionist	Melissa Davis	Teacher
Administrator	Ethan Bell	Administrator
Administrator	Roshounda Ellerbe	Administrator
Administrator	Landon Turrubiarte	Principal
Community Representative	Whitney Gohlke	Business Member
Parent	Jackie Elliot	Parent

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Reading Interventionist		$34,113.00
				Sub-Total	$34,113.00

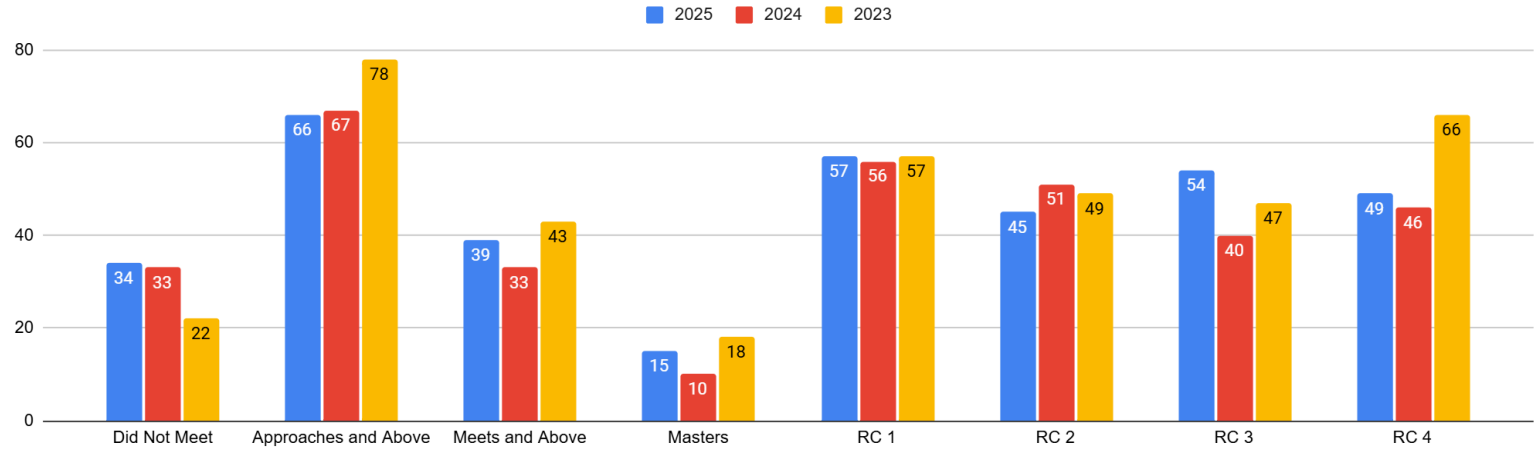
Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$85,163.00
1	1	4	Substitutes - provide staff time to meet in grade level and vertical content PLTs		$4,386.00
1	2	1	Reading Interventionist	2556	$63,870.00
				Sub-Total	$153,419.00

Addendums

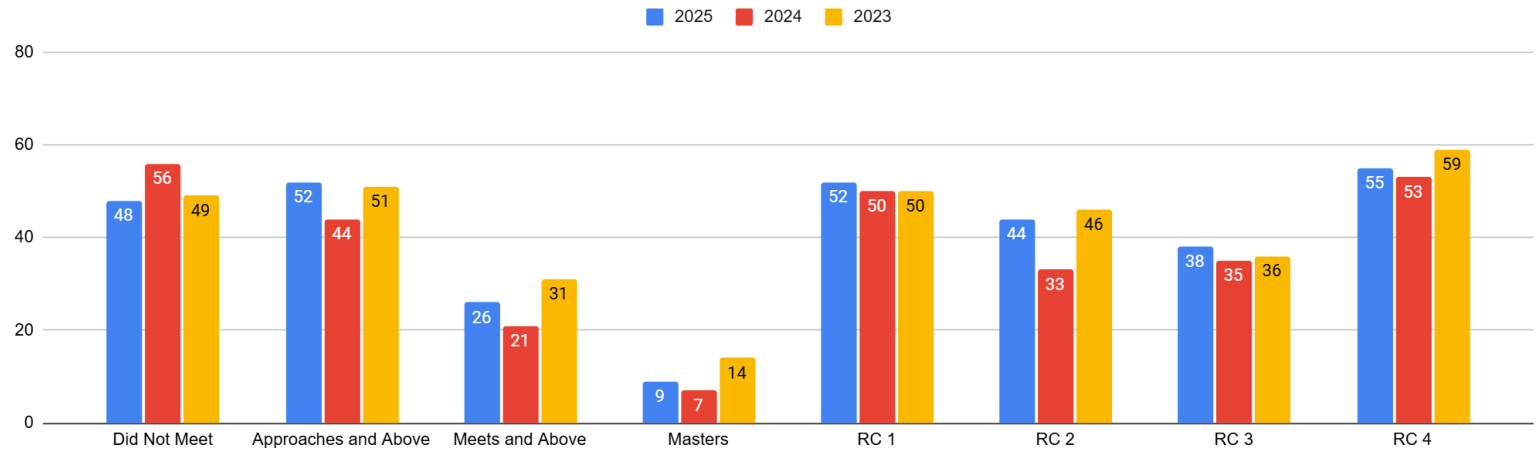
STAAR Math

The following graphs show **STAAR Math** scores for Stephens over the last three school years, including performance and reporting category data.

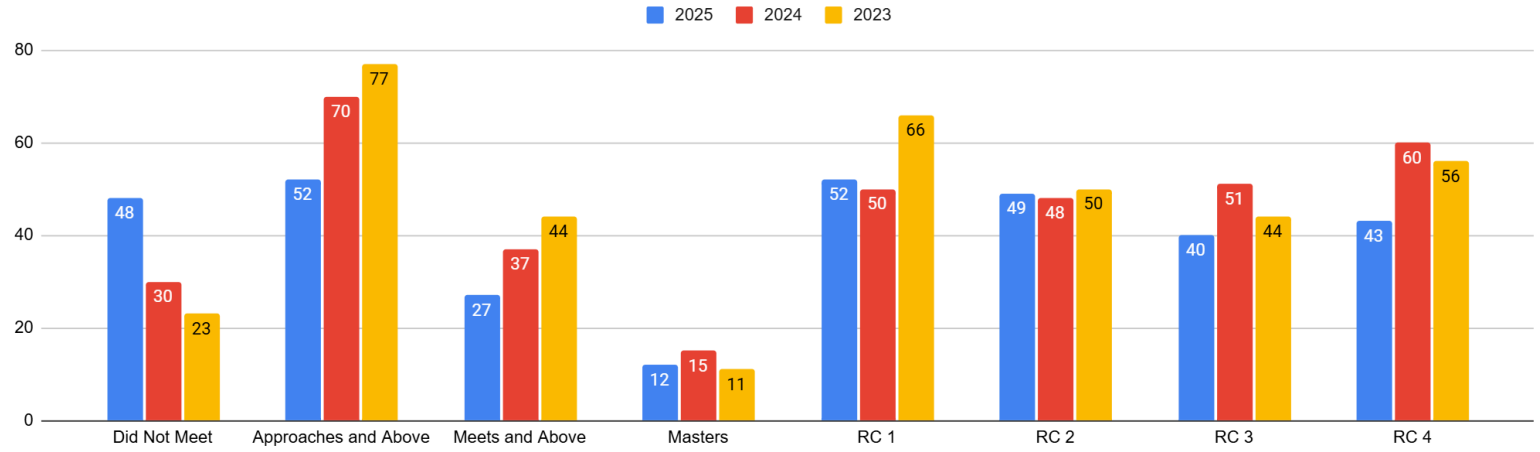
3rd Grade Math



4th Grade Math



5th Grade Math

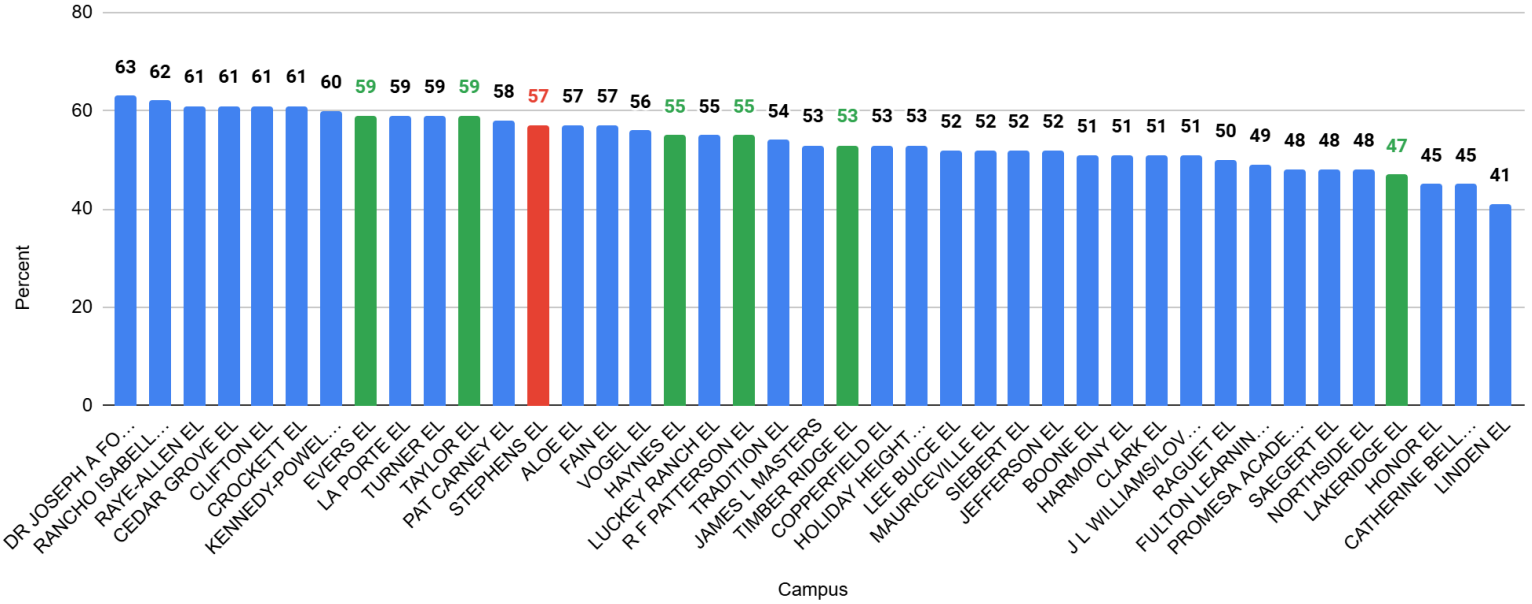


Comparison Groups and Reporting Categories

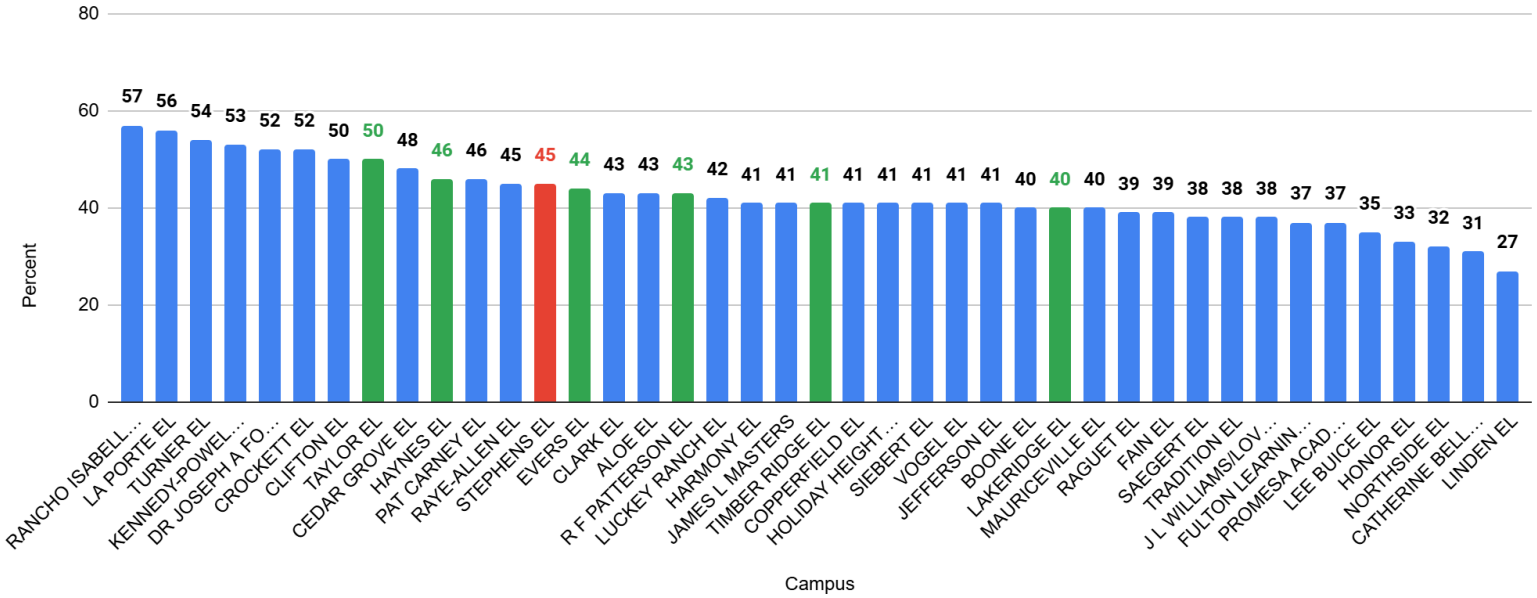
The following graphs show **3rd - 5th Grade Math** reporting categories with the 2025 campus comparison groups. Schools highlighted ***green*** have been in Stephens campus comparison groups in the 2022-2023, 2023-2024, and 2024-2025 school years.

Third Grade

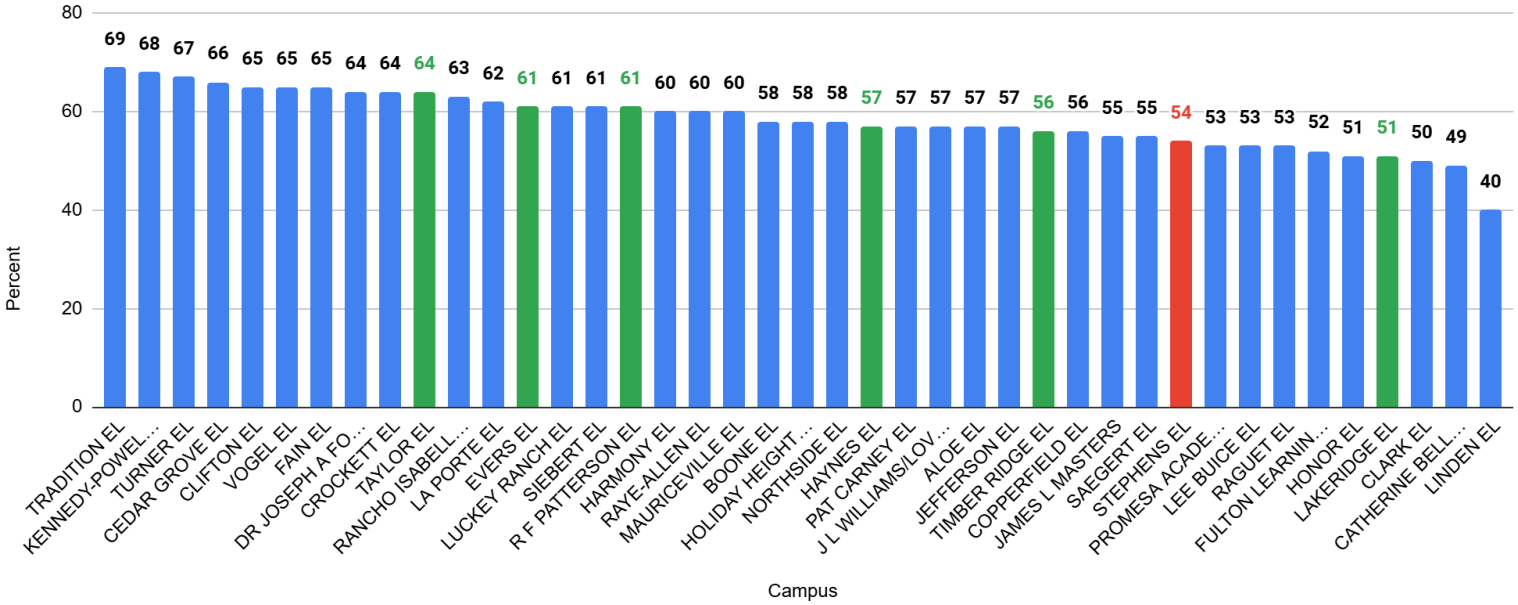
3rd Grade Math Reporting Category 1



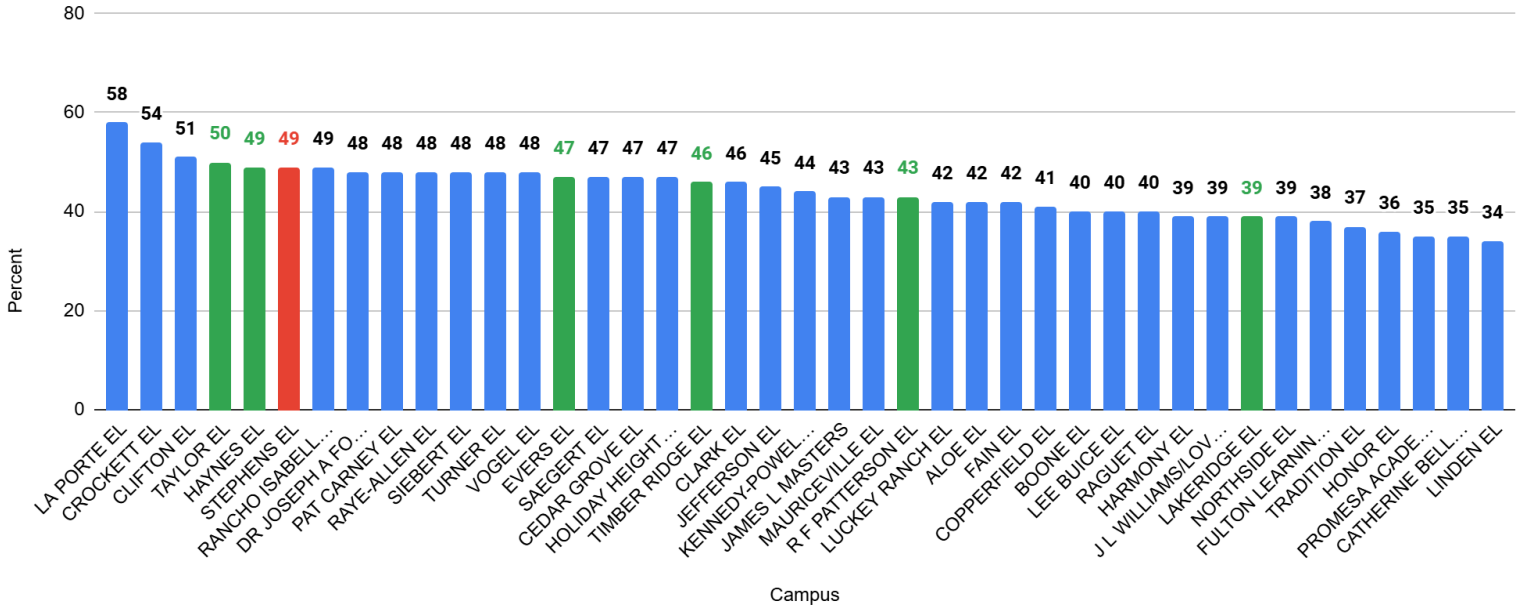
3rd Grade Math Reporting Category 2



3rd Grade Math Reporting Category 3

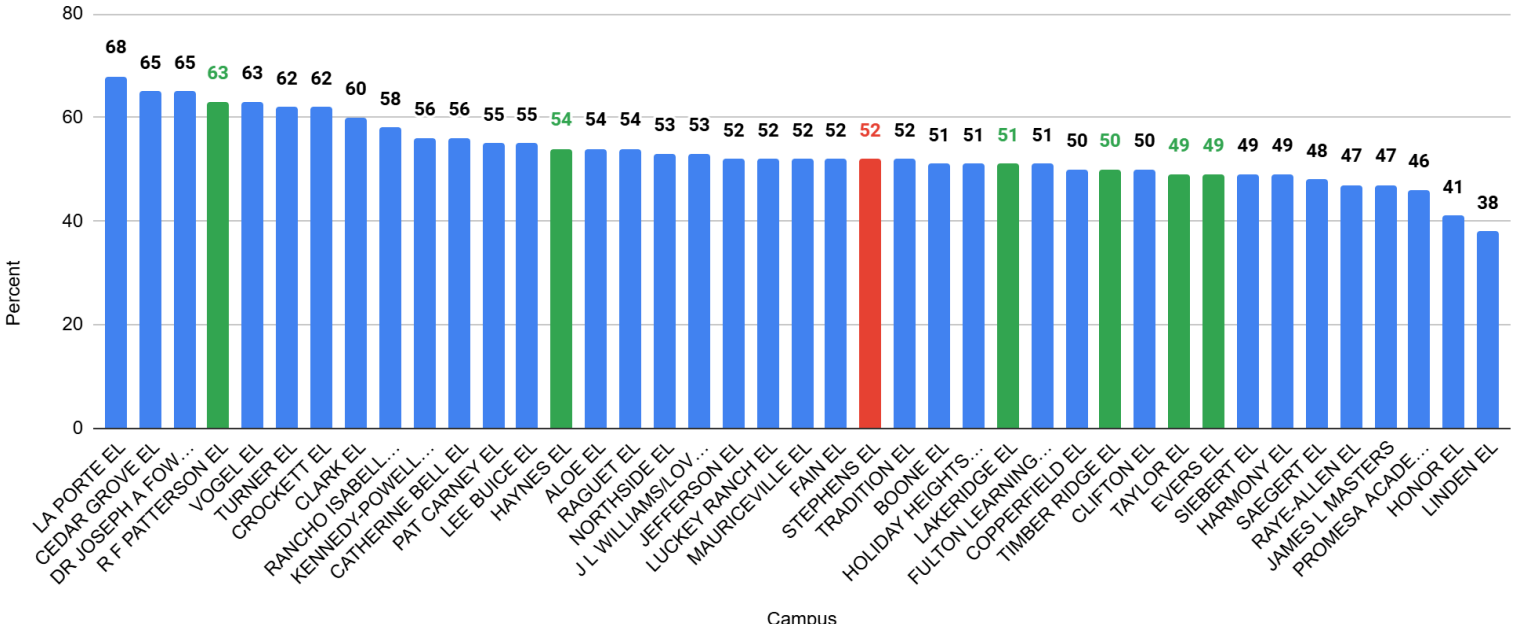


3rd Grade Math Reporting Category 4

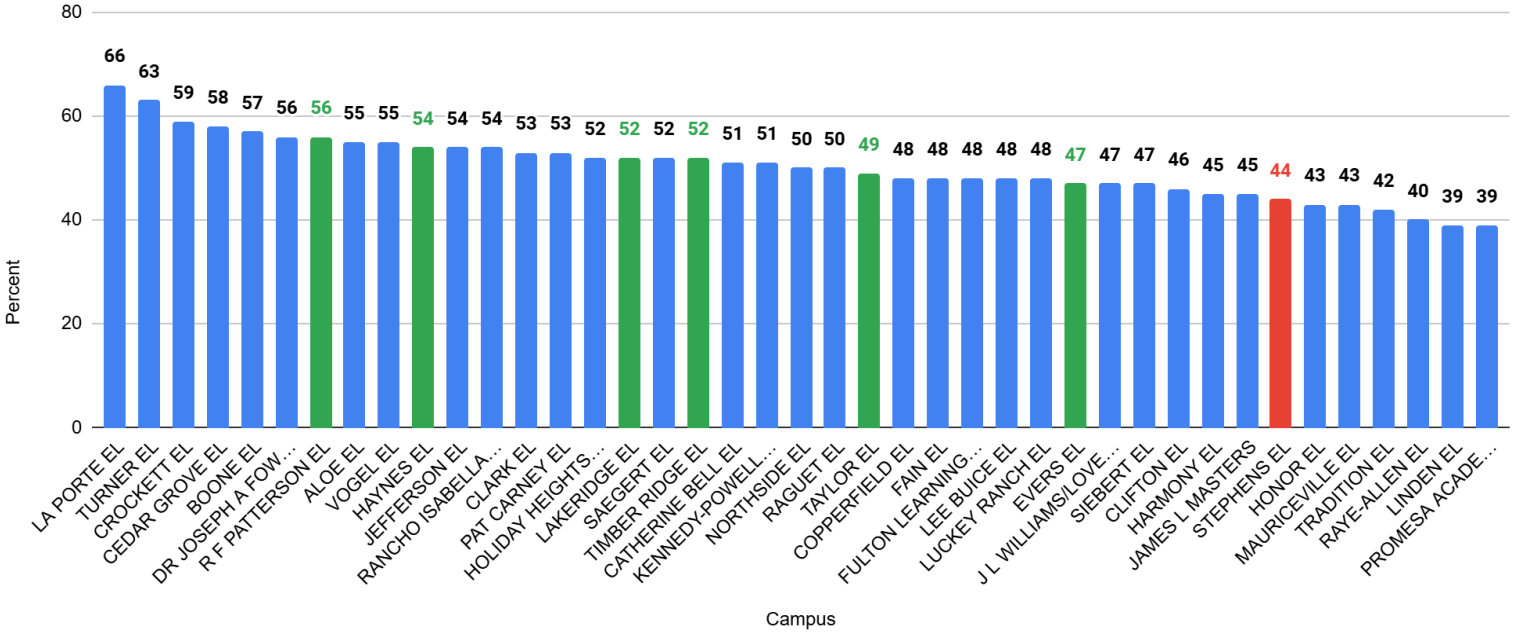


Fourth Grade

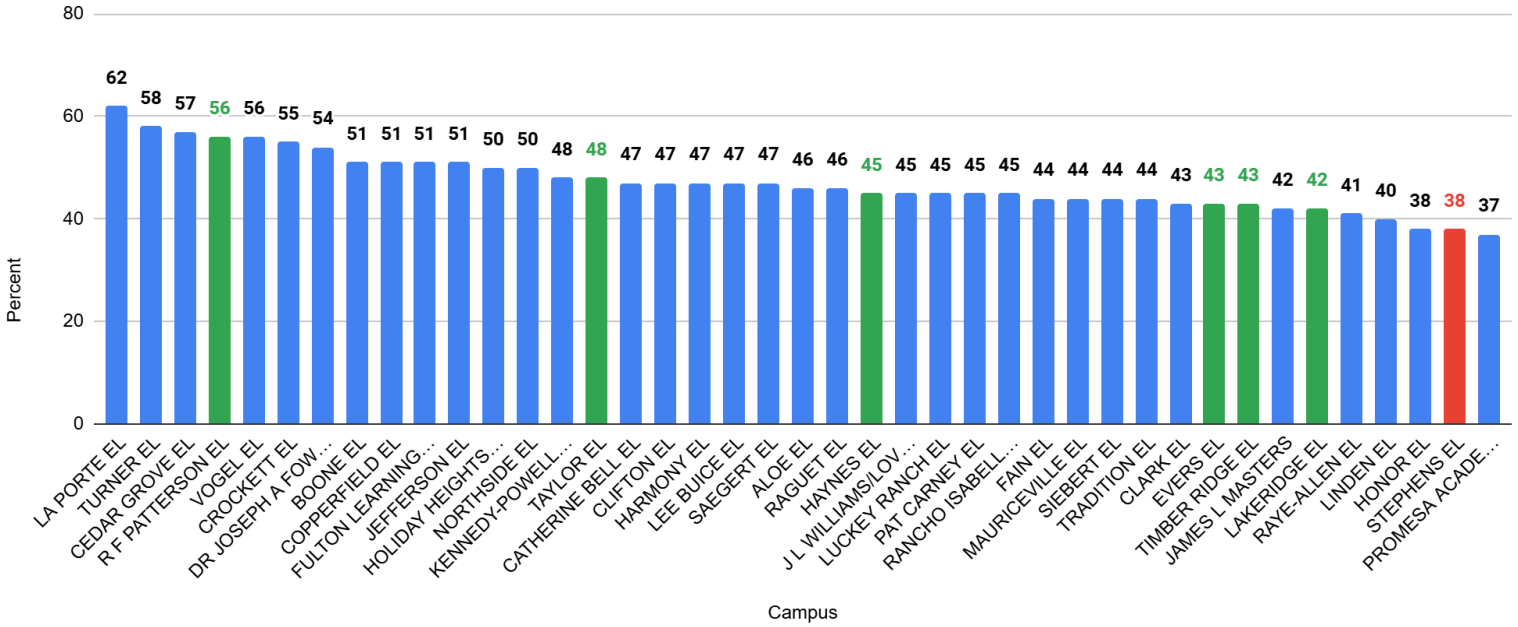
4th Grade Math Reporting Category 1



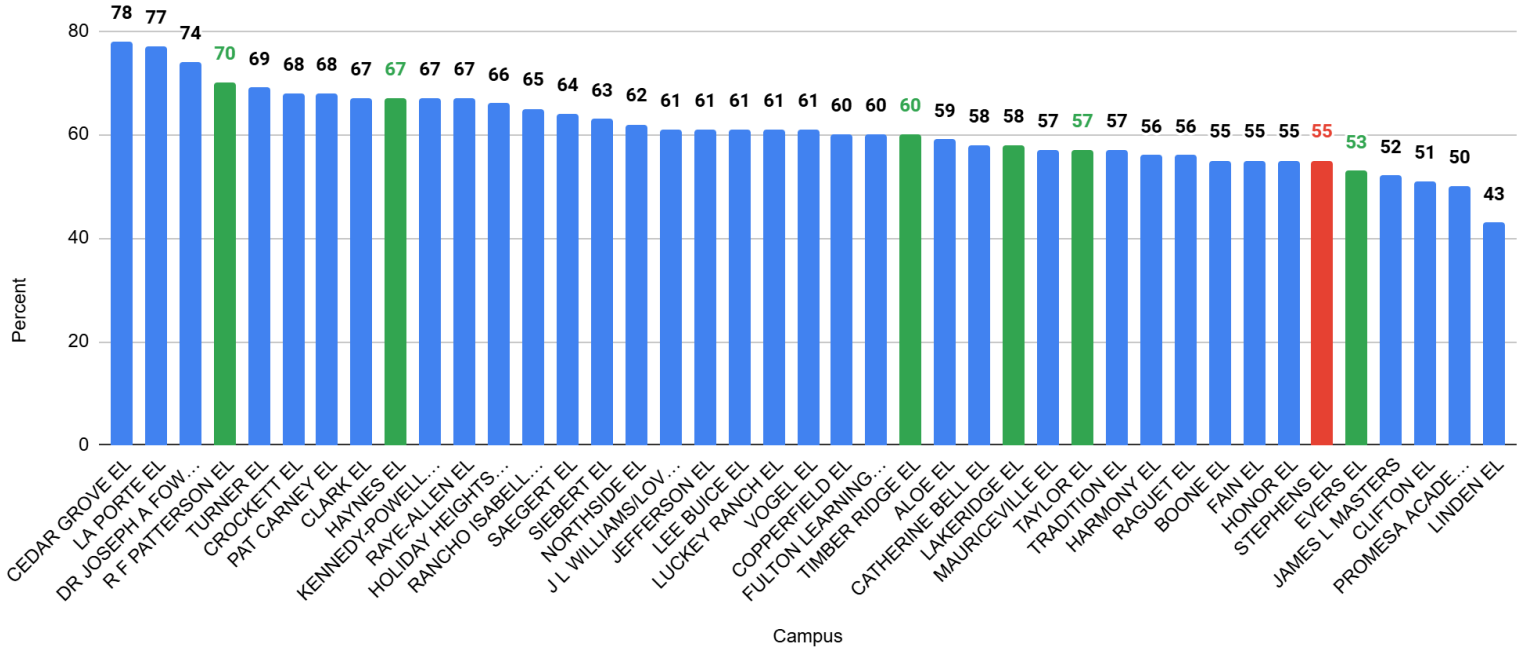
4th Grade Math Reporting Category 2



4th Grade Math Reporting Category 3

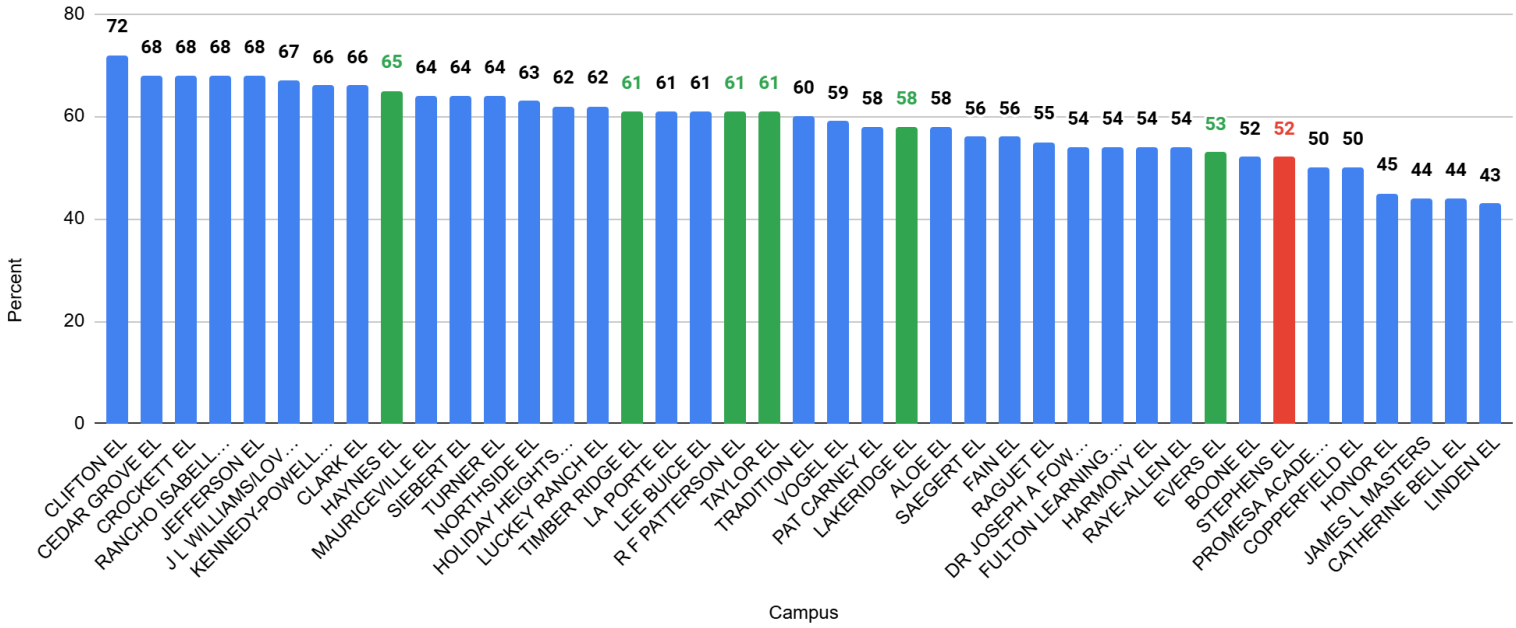


4th Grade Math Reporting Category 4

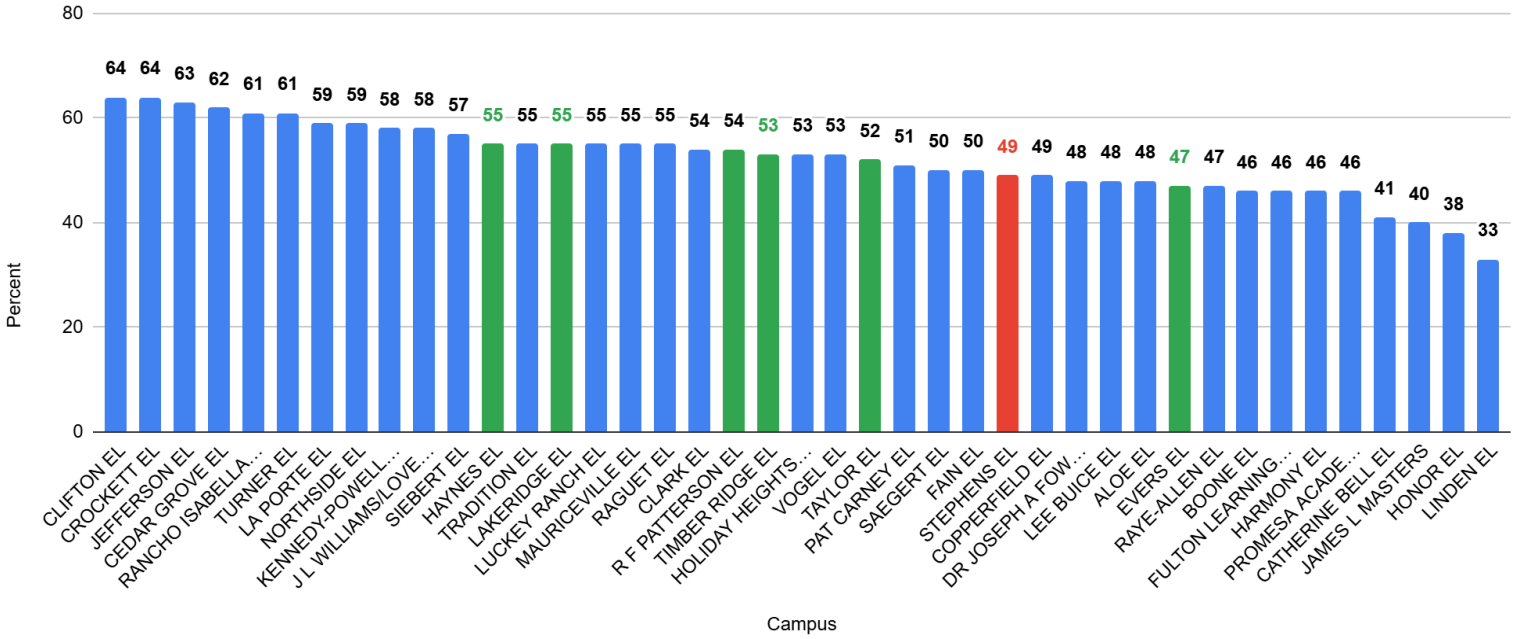


Fifth Grade

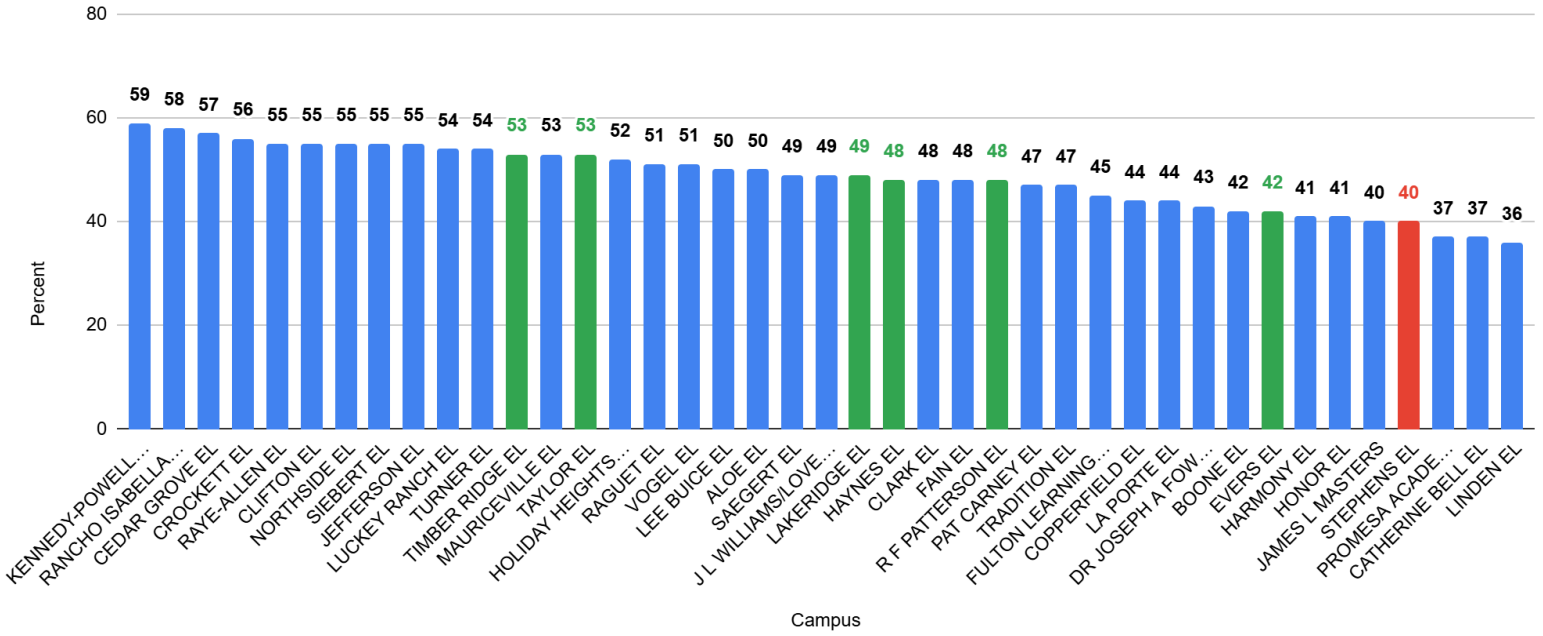
5th Grade Math Reporting Category 1



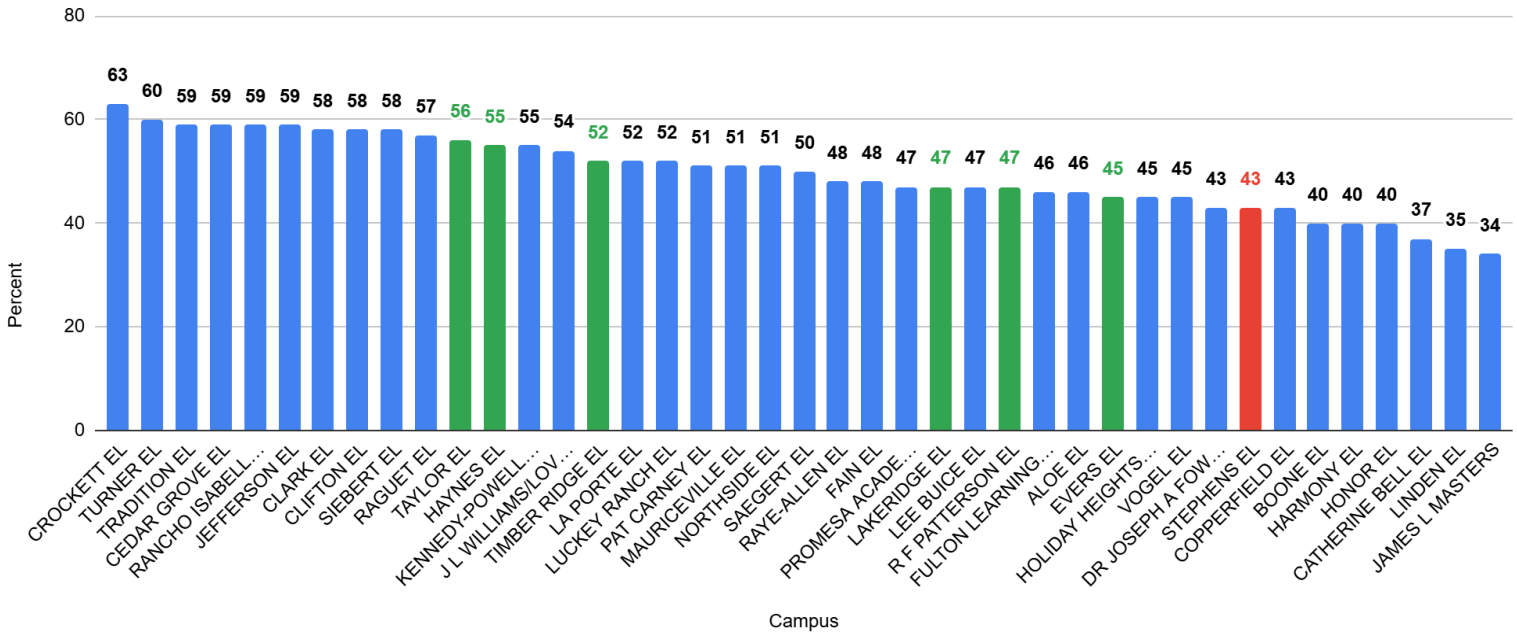
5th Grade Math Reporting Category 2



5th Grade Math Reporting Category 3



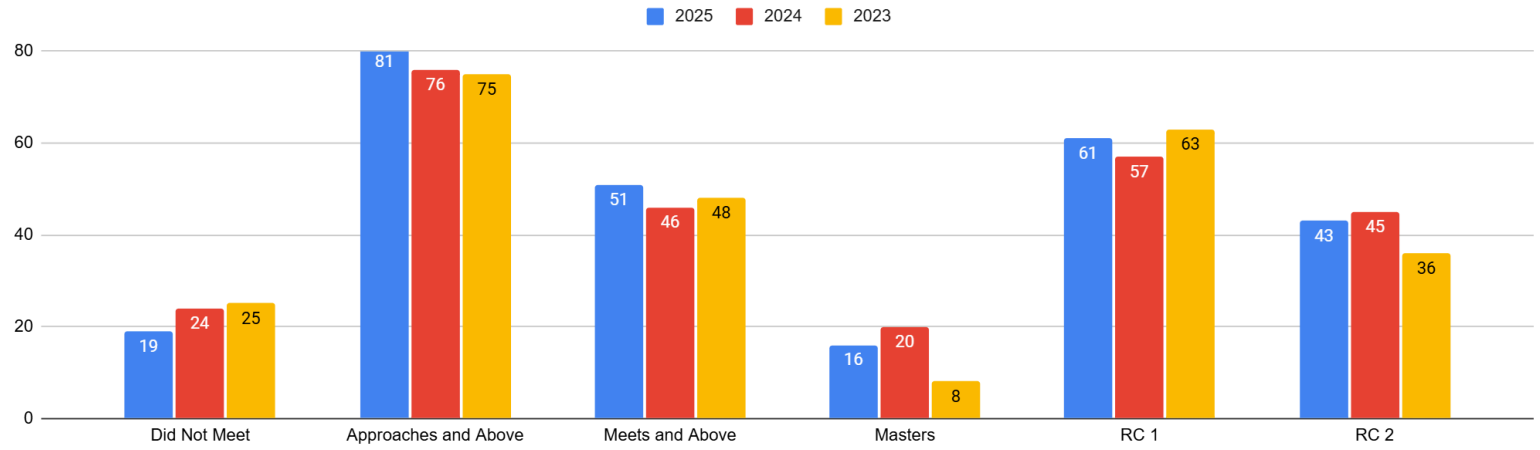
5th Grade Math Reporting Category 4



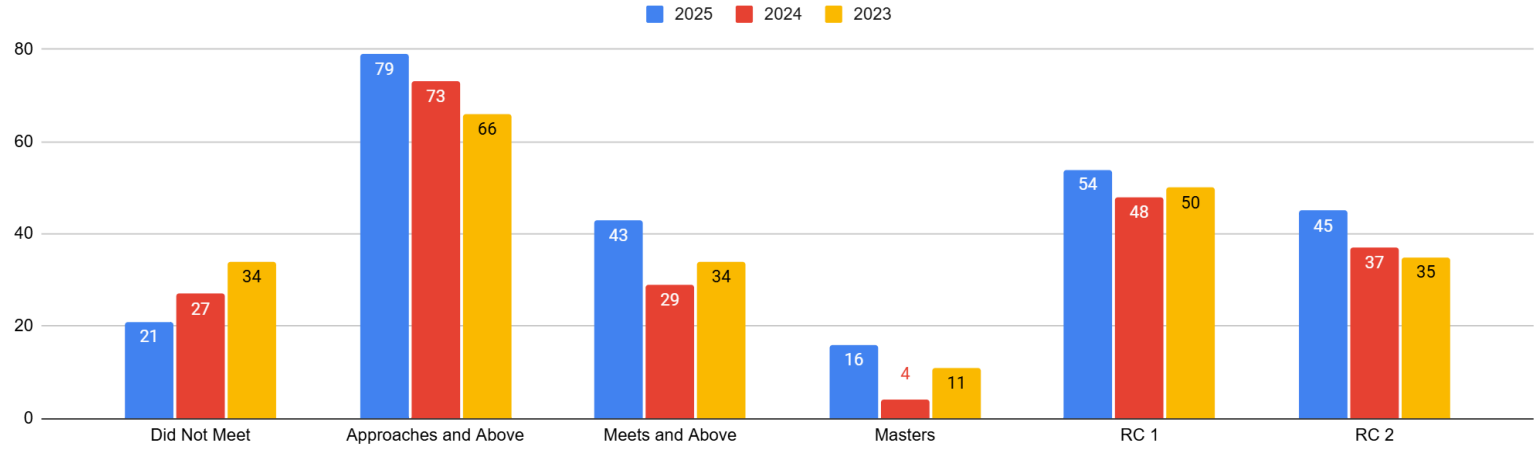
STAAR RLA

The following graphs show **STAAR RLA** scores for Stephens over the last three school years, including performance and reporting category data.

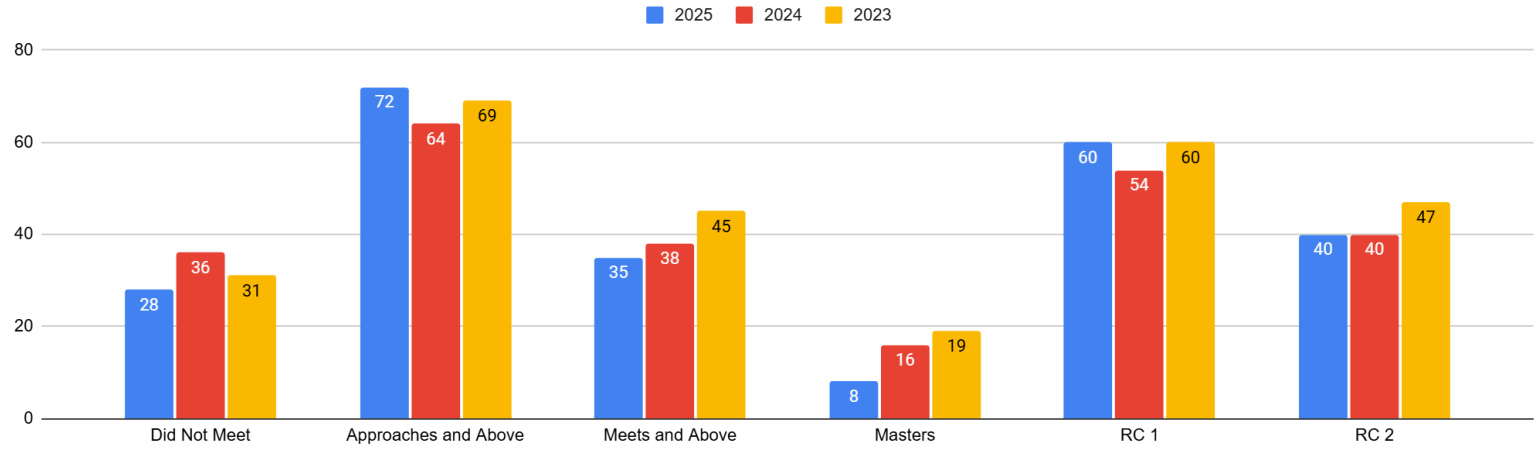
3rd Grade RLA



4th Grade RLA



5th Grade RLA

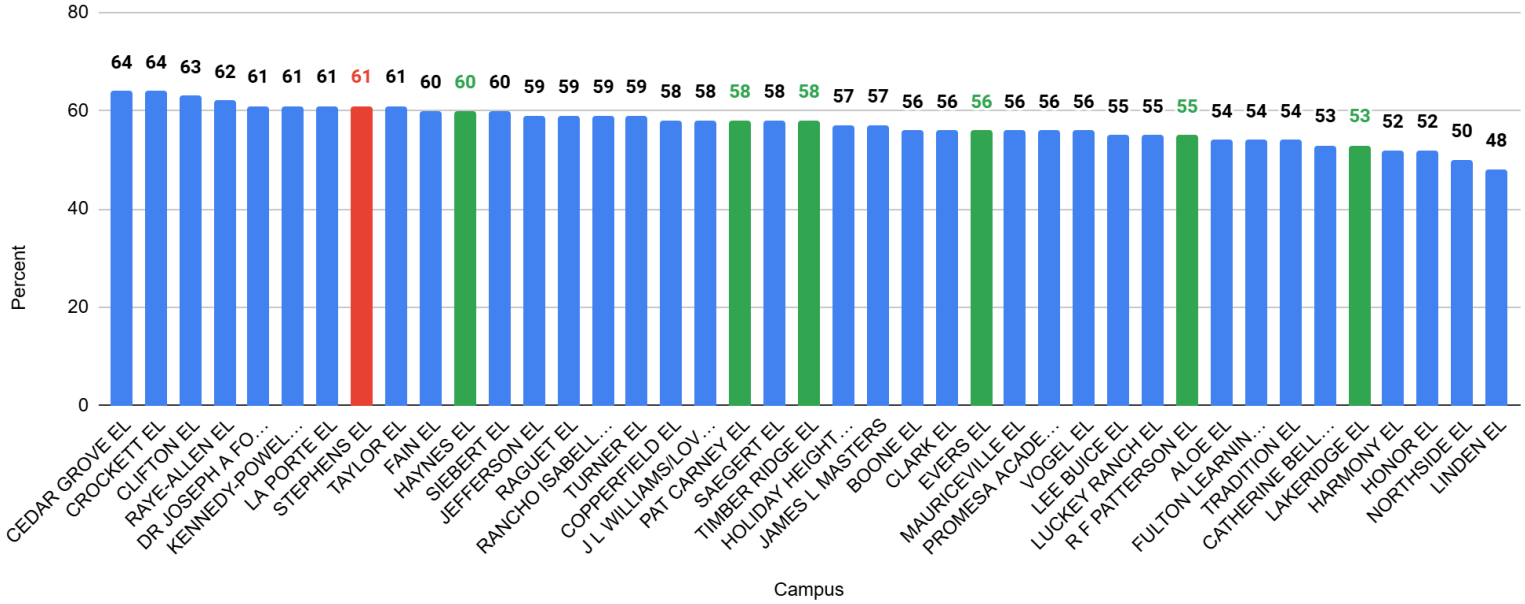


Comparison Groups and Reporting Categories

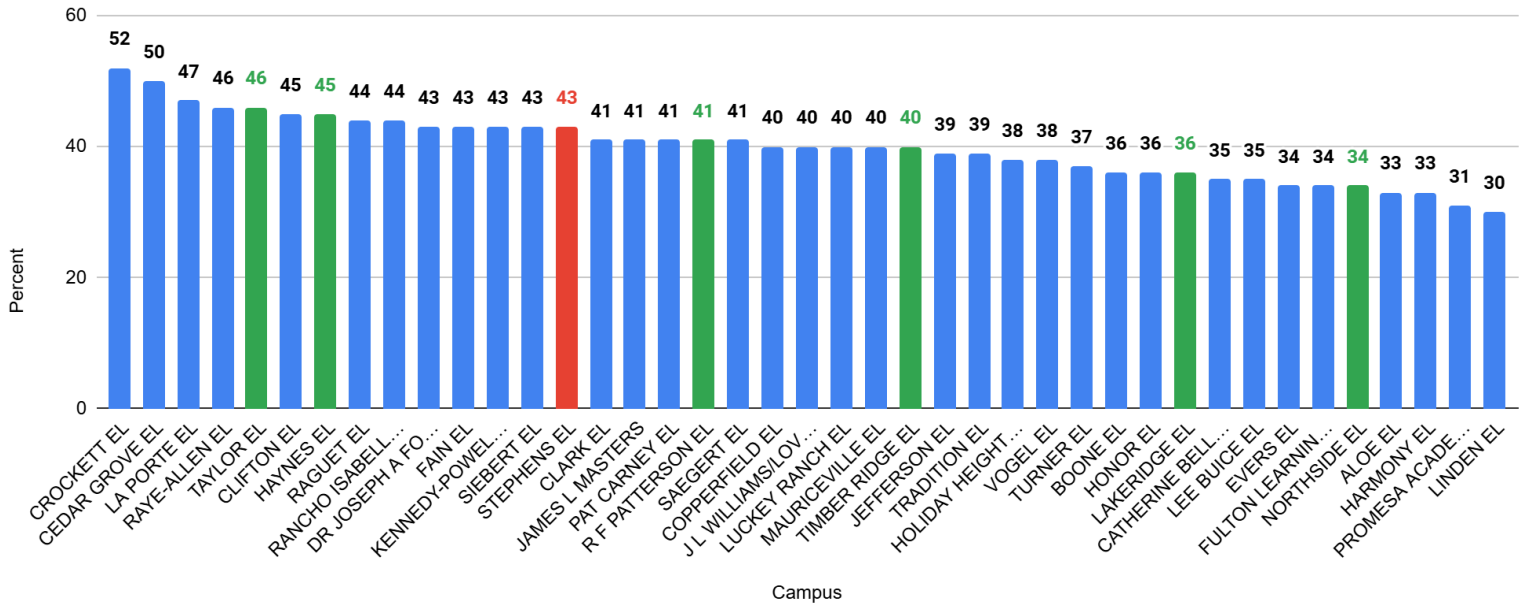
The following graphs show **3rd - 5th Grade RLA** reporting categories with the 2025 campus comparison groups. Schools highlighted ***green*** have been in Stephens campus comparison groups in the 2022-2023, 2023-2024, and 2024-2025 school years.

Third Grade

3rd Grade RLA Reporting Category 1

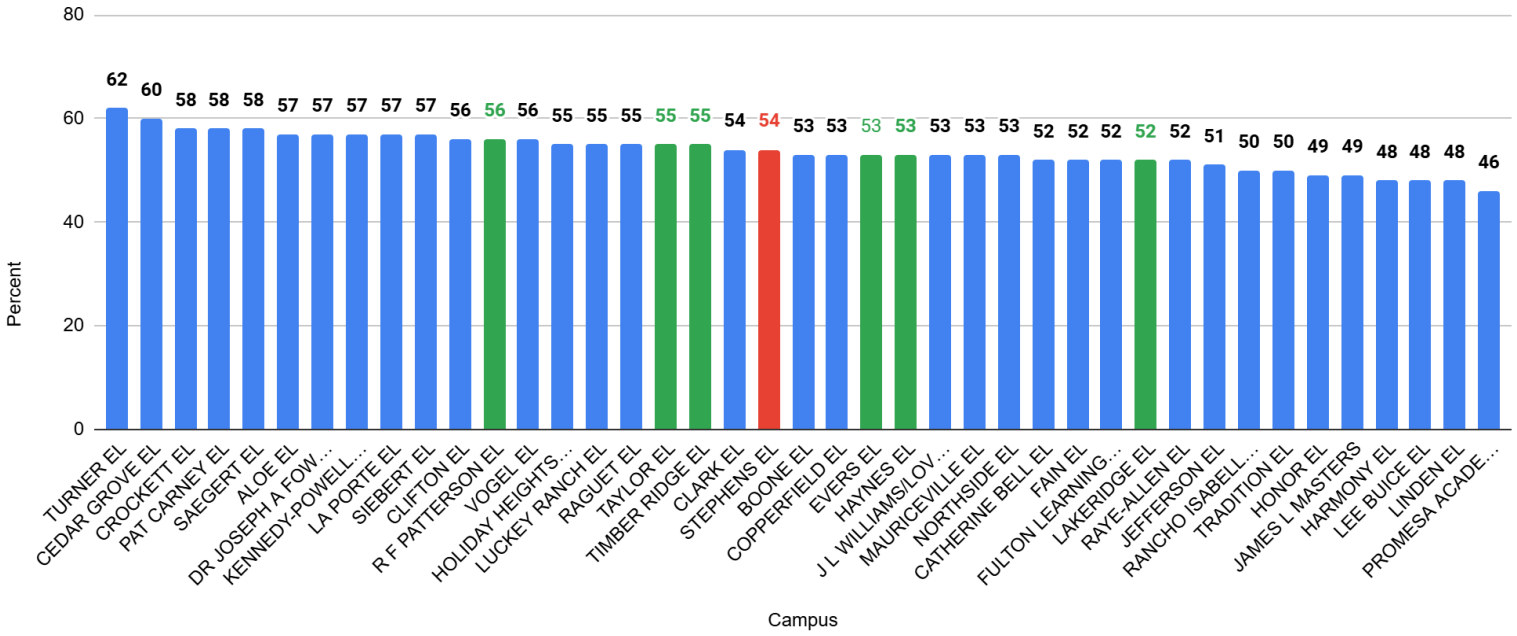


3rd Grade RLA Reporting Category 2

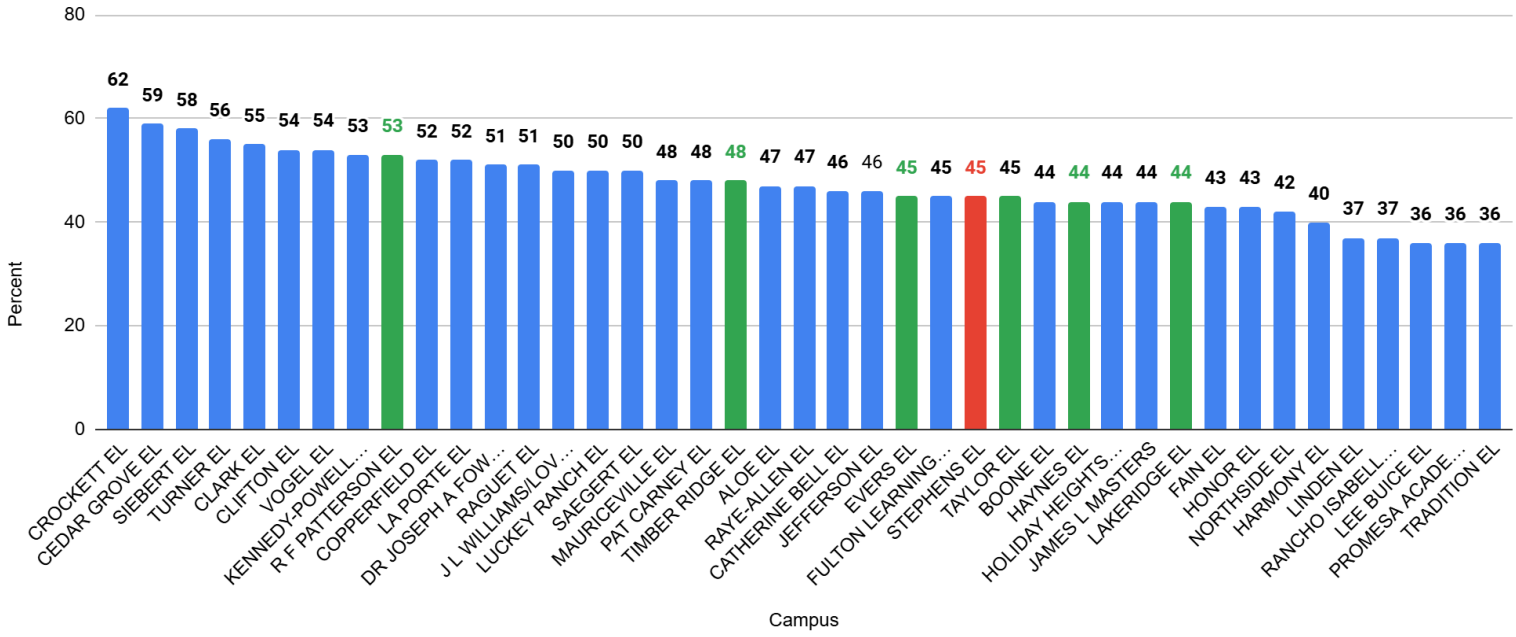


Fourth Grade

4th Grade RLA Reporting Category 1

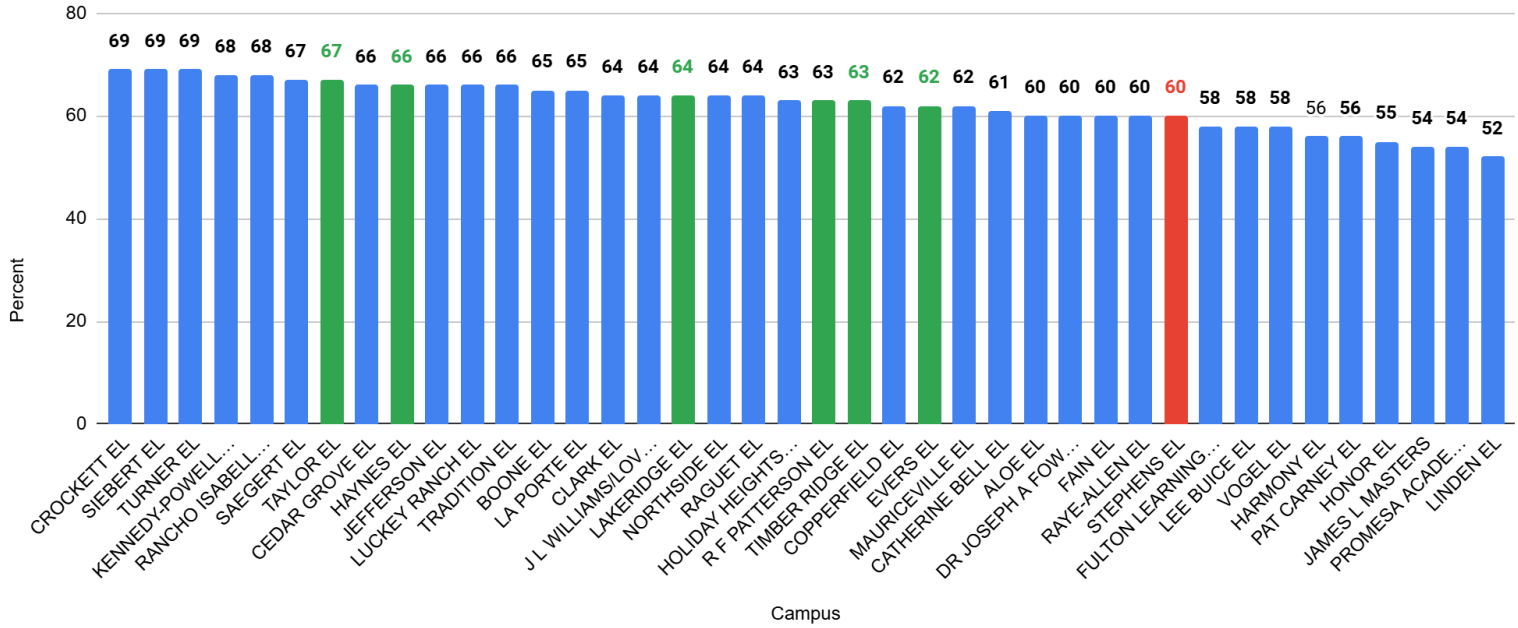


4th Grade RLA Reporting Category 2

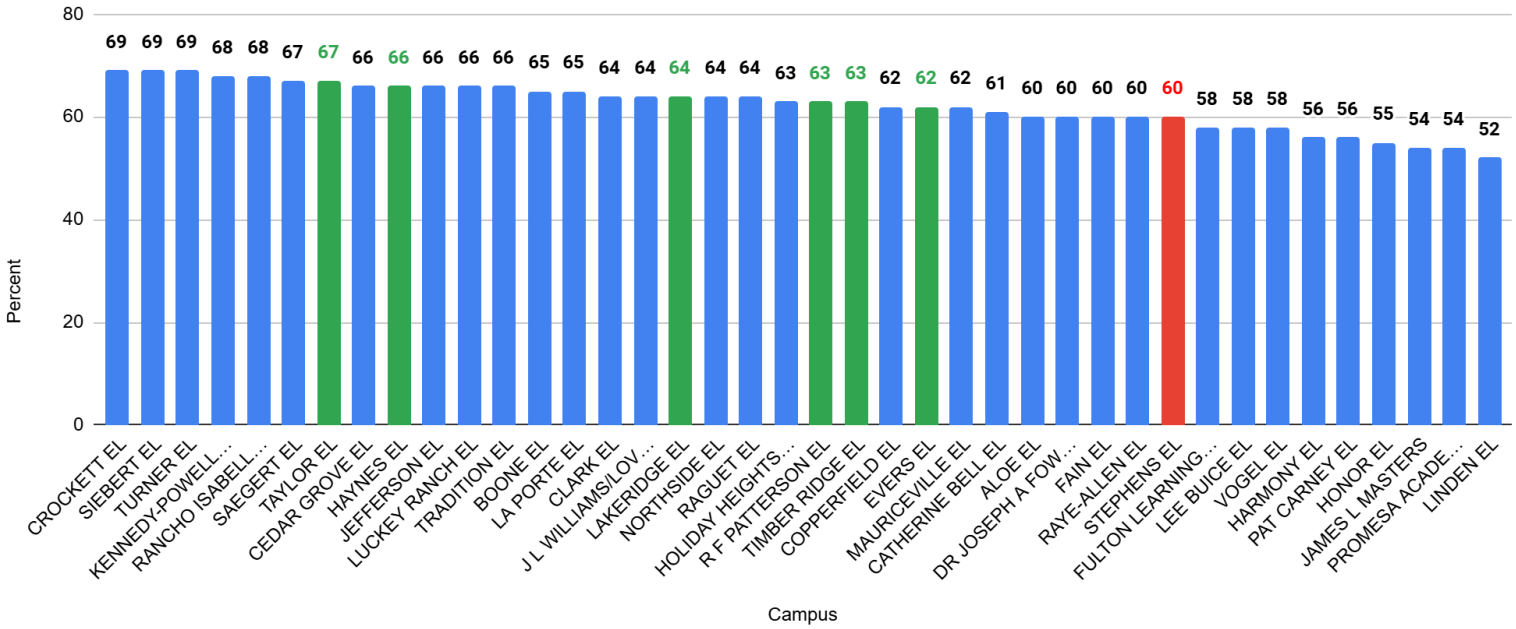


Fifth Grade

5th Grade RLA Reporting Category 1



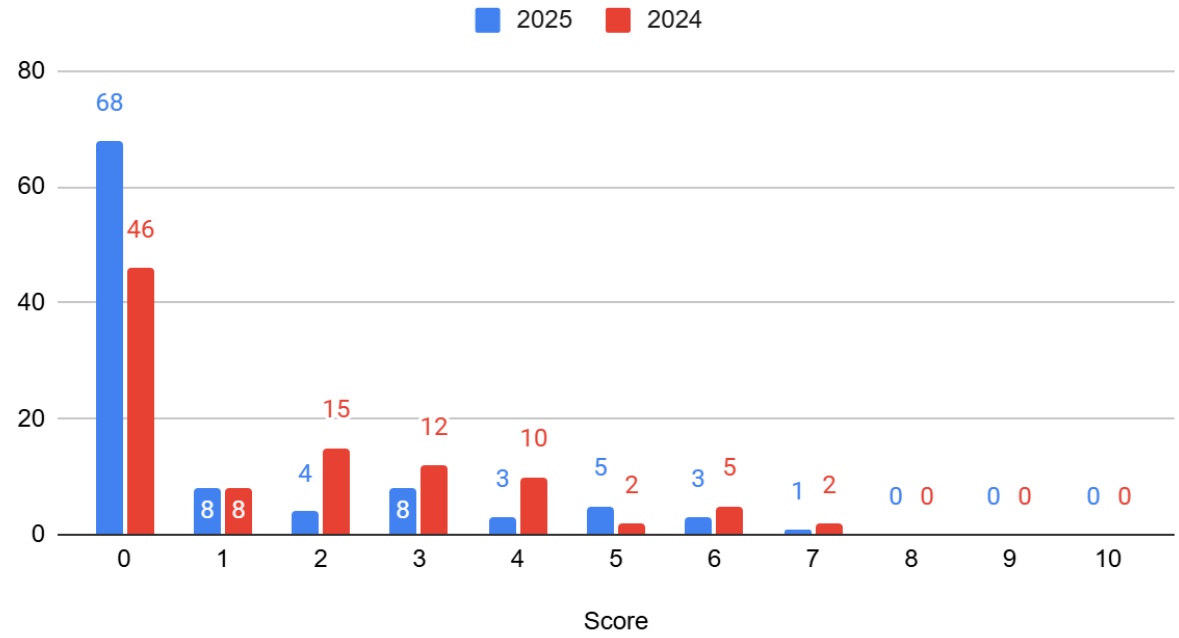
5th Grade RLA Reporting Category 2



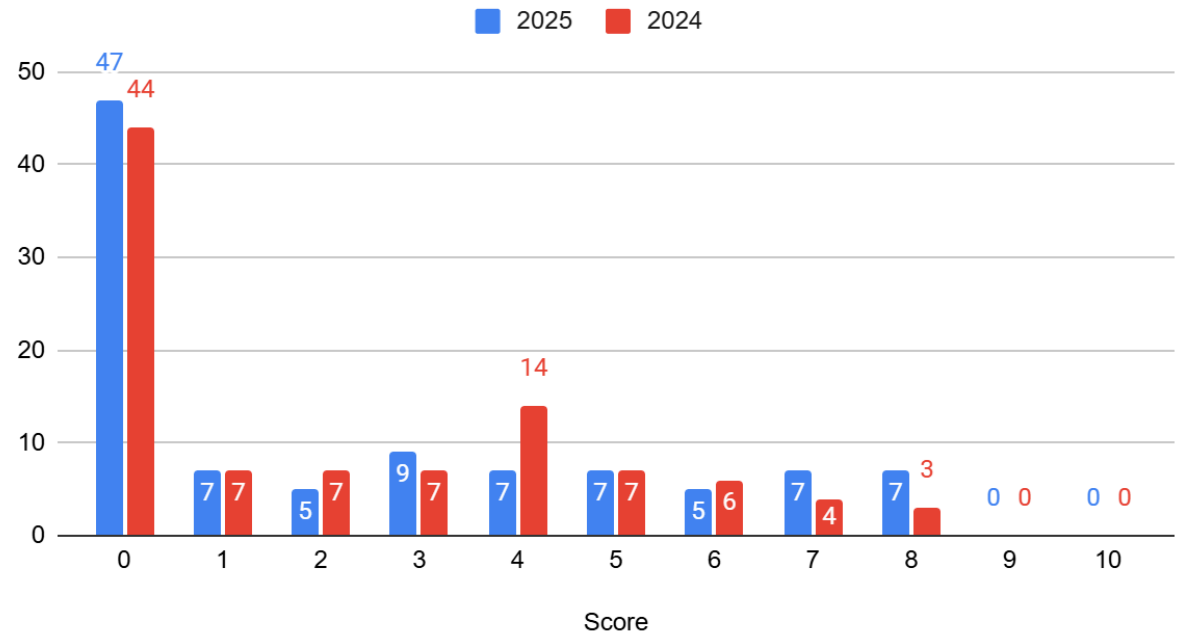
Extended Constructed Response

The following graphs show **3rd - 5th Grade ECR** scores. The data labels on each bar represent the percentage of each score, not the count.

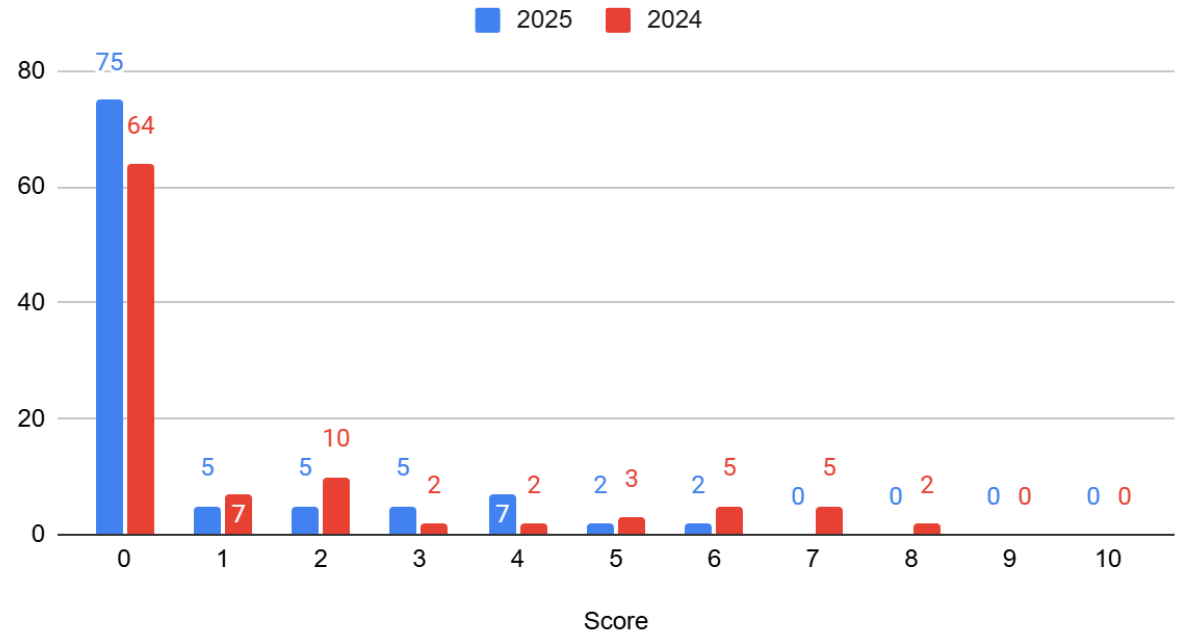
3rd Grade ECR



4th Grade ECR

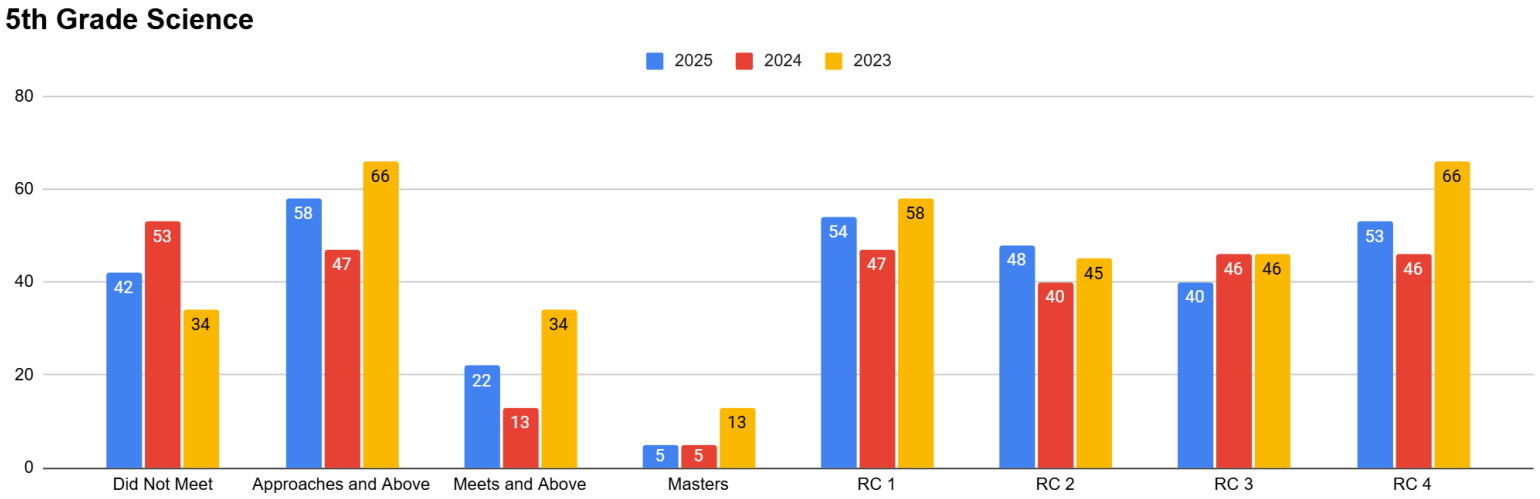


5th Grade ECR



STAAR Science

The following graph shows **STAAR Science** scores for Stephens over the last three school years, including performance and reporting category data.



i-Ready Data

EOY Math Growth

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	119%	54%	82%	46%	54%	39/44
Grade 1	117%	63%	91%	34%	59%	56/60
Grade 2	105%	52%	65%	18%	63%	73/73
Grade 3	129%	76%	88%	42%	85%	74/74
Grade 4	89%	41%	56%	9%	59%	56/58
Grade 5	80%	44%	43%	8%	68%	59/60

EOY Reading Growth

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	88%	41%	66%	36%	67%	39/44
Grade 1	127%	64%	80%	38%	66%	58/60
Grade 2	100%	52%	66%	26%	68%	73/73
Grade 3	146%	73%	82%	39%	72%	74/74
Grade 4	85%	40%	44%	19%	33%	57/58
Grade 5	49%	33%	20%	3%	33%	60/60

Campus Student									
	Fall			Summer					
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Transfer In Students	Discipline Student %
Elementary Schools									
(061901123) - Stephens EL	422	2	63.27	69.36	1.44	402.82	94.20	2	6.39

Student Demographics

	Count	Percent
Gender		
Female	195	46.21%
Male	227	53.79%
Ethnicity		
Hispanic-Latino	81	19.19%
Race		
American Indian - Alaskan Native	1	0.24%
Asian	18	4.27%
Black - African American	177	41.94%
Native Hawaiian - Pacific Islander	2	0.47%
White	110	26.07%
Two-or-More	33	7.82%

Student Programs

	Count	Percent
Dyslexia	30	7.11%
Gifted and Talented	26	6.16%
Regional Day School Program for the Deaf	0	0.00%
Section 504	25	5.92%
Special Education (SPED)	98	23.22%
Bilingual/ESL		
Emergent Bilingual (EB)	31	7.35%
Bilingual	1	0.24%
English as a Second Language (ESL)	27	6.40%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	1	0.24%
Title I Part A		
Schoolwide Program	420	99.53%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

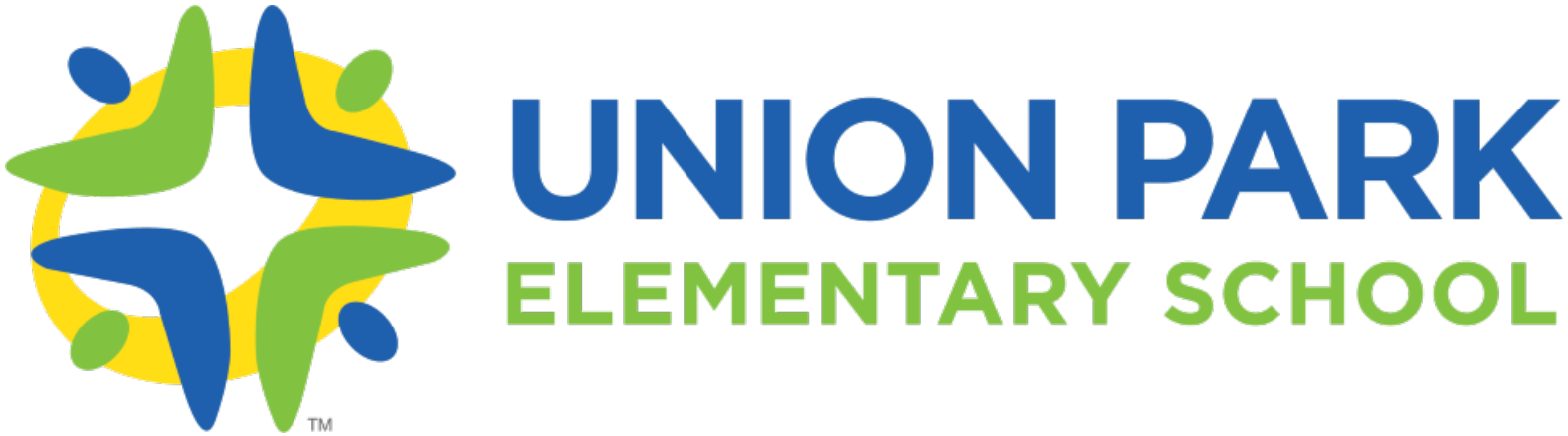
Student Indicators	Count	Percent
At-Risk	179	42.42%
Foster Care	2	0.47%
IEP Continuer	0	0.00%
Immigrant	6	1.42%
Intervention Indicator	0	0.00%
Migratory	0	0.00%
Military Connected	6	1.42%
Transfer In Students	2	0.4739%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	267	63.27%
Free Meals	212	50.24%
Reduced-Price Meals	10	2.37%
Other Economic Disadvantage	45	10.66%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.66%
Shelter	1	0.24%
Doubled Up	6	1.42%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	7	1.66%
Is Unaccompanied Youth	0	0.00%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	8	8.16%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	2	2.04%
Emotional disturbance	6	6.12%
Learning disability	26	26.53%
Speech impairment	13	13.27%
Autism	37	37.76%
Developmental delay	1	1.02%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	5	5.10%
Instructional Settings		
Speech Therapy	12	12.24%
Homebound	1	1.02%
Hospital Class	0	0.00%
Mainstream	8	8.16%
Resource Room	45	45.92%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	32	32.65%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Denton Independent School District

Union Park Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Ignite a passion for learning in all.

Vision

At Union Park Elementary we will advocate for all students to reach their academic and social-emotional potential.

Value Statement

We will cultivate a safe learning environment for all.

We will foster a joy of learning through curiosity, taking risks and making mistakes.

We will engage and collaborate as part of a professional learning community.

We will provide timely, diagnostic, and directive support for students.

We will challenge students to develop their full potential by enriching learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Union Park Elementary was established in the fall of 2019. The school was named after Union Park by Hillwood, which is a community along Highway 380. Union Park is one of eight elementary campuses in our zone. We follow our PRIDE core values created by our Behavior Coalition and derived from the acronym of PRIDE which represents **P**roductive, **R**espectful, **I**ntegrity, **D**etermined, and **E**xcellence. You will hear the word PRIDE throughout our building as we reference our expectations and show what our PRIDE behaviors look like throughout our school.

We are a campus comprised of the following demographics:

African American-28.5%

Hispanic-32.9%

White-16.6%

Asian-20.5%

American Indian-0.7%

Our total enrollment this year is at 712.

This school year, we are proud to announce the addition of our third grade class in the Dual Language Program on our campus. We now serve Pre-K through third grade Emergent Bilingual students. It is expected that we expand the program to offer fourth grade and add an additional second grade section for the 25-26 school year.

Demographics Strengths

Our PTA board is a representation of our student population.

Our staff is open to new learning and put students first.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the teacher shortage and growth in our area, providing in depth essential training and professional learning to our new to the district and

new to the profession becomes a challenge.
Root Cause: Considering what onboarding training for new teachers looks like.

Student Learning

Student Learning Summary

Our area of focus for students is to make one year's growth in reading and math and ensure we have met our Tier 2 Goals.

We will continue to strengthen our instructional practices through conversations during PLTs and encouraging teachers to attend district provided after school professional learning.

As a campus we will monitor our students' progres using the following data:

- CLI Engage (TPRI) ~ Pre K
- Primary Numeracy ~ K-2
- iReady Reading
- iReady Math
- Developmental Reading Assessment (DRA) (LLI) ~ K-5
- STAAR (previous year and interim)
- Reading levels
- Monitoring student growth is embedded in our school's culture. The current tools we utilize to ensure student growth are:
    - DMTSS Instructional Process (for academic, behavioral and social/emotional)
    - Grade-Level Intervention Small Group Data
    - Reading Interventionists data
    - Math Interventionist data
    - Emergent Bilingual Specialist data
    - HB4545 Minutes

Student Learning Strengths

Teachers utilizing the Progress Monitoring Form regularly.

Data Wall to ensure teachers are responding to the needs to all students.

K-5 Professional Learning Teams that go through the teaching and learning cycle.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Maintaining the intentionality of support for our Priority students to ensure one year's growth and progress of all students.
Root Cause: Not analyzing the data so that we begin with a baseline for students and focus on the growth of that particular student.

School Processes & Programs

School Processes & Programs Summary

Union Park prides itself in the systems and protocols that are in place that provide time for teachers to collaborate. During Professional Learning Team time, teachers collectively work on unit planning and devising learning objectives. Teachers are utilizing Lead4Ward Field Guides to ensure lesson design is aligned to assessments.

Parents are communicated with monthly newsletters from every grade level and from the school. Teachers utilize the DoJo app to share pictures and flyers with parents. This helps parents feel connected with the day to day events on campus.

This year, we held virtual meetings for any new family before Meet the Teacher Night and prior to the first day of school.

School Processes & Programs Strengths

Our master schedule is designed to provide time for teachers to meet as a Professional Learning Team to conduct unit planning, develop learning targets, build assessments and analyze the data.

We participate weekly in a Thursday PLC day when all teams come together to discuss the four critical questions. Each Guiding Coalition member submits the focus point for their team. These PLTs are planned and led by our teachers.

DMTSS meetings are scheduled regularly to discuss students that are not making adequate progress and to develop a plan of support.

WINN time is built into the daily schedule to support students in K-5 that need additional intervention.

We are intentional about interlacing DMTSS, progress monitoring, and small group support that scaffolds the learning of our students.

Walk-throughs are conducted regularly to observe instruction and provide feedback coaching support for teachers. A google form is utilized for immediate feedback.

New teachers to the profession and to Union Park are provided the opportunity to observe other teachers as they deepen their understanding of instructional models and practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not having the coaches and support staff to provide support to first year teachers and new to the district.
Root Cause: A shortage of support staff such as coaches makes it challenging because interventionists need to support students as well.

Perceptions

Perceptions Summary

Parent engagement is high at Union Park Elementary. The PTA board, which is comprised of parents, an administrator and a teacher representative meets regularly to make decisions that will impact our school community. Our campus goal is to have 100% of staff join the school PTA. Parent volunteers are visible and frequently visit the campus. It is common for parent volunteers to be visible on our campus.

Perceptions Strengths

- High parent engagement and involvement.
- Counselor support
- Building community in classrooms.
- Teachers work collaboratively.
- Opportunities for parents to participate and volunteer.
- Opportunities for students to participate in extracurricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While we have high engagement with families, there is a high rate of absences among other families.
Root Cause: Understanding the attendance expectation and impact it makes on learning.

Priority Problem Statements

Problem Statement 1: Due to the teacher shortage and growth in our area, providing in depth essential training and professional learning to our new to the district and new to the profession becomes a challenge.

Root Cause 1: Considering what onboarding training for new teachers looks like.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Maintaining the intentionality of support for our Priority students to ensure one year's growth and progress of all students.

Root Cause 2: Not analyzing the data so that we begin with a baseline for students and focus on the growth of that particular student.

Problem Statement 2 Areas: Student Learning

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 2 minimum expectation score in "Approaches" for 3rd-5th grade Math STAAR performance scores for the following grade levels:
3rd Grade: 81% (from 76%)
4th Grade: 77% (from 75%)
5th Grade: 86% (from 71%)

High Priority

HB3 Compass Point

Evaluation Data Sources: Campus Progress Monitoring: district screeners, formatives, rubrics, campus-based assessments, iReady Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Meet weekly as Professional Learning Teams as we follow the PLC Framework to align classroom instruction to the district's written curriculum as well as cognitive demand. This will be done by reviewing success criteria, utilizing formatives and district assessments to analyze student work that will guide small group instruction or whole class reteach. **Strategy's Expected Result/Impact:** lesson plans, analysis of student work, iReady reports, reading levels, success criteria for each standard and/or assessment, campus wide progress monitoring form. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: We will hold structured data meetings to analyze results, identify gaps, and plan targeted instruction and intervention by creating instructional goals as a response for priority and focus students as we monitor growth. **Strategy's Expected Result/Impact:** SameGoal, Campus Progress Monitoring, instructional data compared to district criteria, PLC Focus Form. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: We will conduct regular classroom walk-throughs utilizing a form that is aligned to the district instructional framework to ensure teachers are utilizing best practices by embedding strategy card activities during instruction. We will use the trends in the collected data to provide professional learning. **Staff Responsible for Monitoring:** Administrators, Specialists, Support Staff: District Performance Playbook, Campus Toolkit, Instructional Framework, Strategy Cards, Data Wall **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 2 minimum expectation score in "Approaches" for 3rd-5th grade ELAR STAAR performance scores for the following grade levels:
3rd Grade: 88% (maintain or exceed 3%)
4th Grade: 90% (from 89%)
5th Grade: 89% (from 86%)

High Priority

HB3 Compass Point

Evaluation Data Sources: Campus Progress Monitoring: district screeners, formatives, rubrics, campus-based assessments, reading levels, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Meet weekly as Professional Learning Teams as we follow the PLC Framework to align classroom instruction to the district's written curriculum as well as cognitive demand. This will be done by reviewing success criteria, utilizing formatives and district assessments to analyze student work that will guide small group instruction or whole class reteach. **Staff Responsible for Monitoring:** teachers, interventionist, support staff, administration: lesson plans, analysis of student work, iReady reports, reading levels, success criteria for each standard and/or assessment, campus wide progress monitoring form. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: We will hold structured data meetings to analyze results, identify gaps, and plan targeted instruction and intervention by creating instructional goals as a response for priority and focus students as we monitor growth. **Staff Responsible for Monitoring:** Specialists, Support Staff, Administrators: SameGoal, Campus Progress Monitoring, instructional data compared to district criteria, PLC Focus Form. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $73,886				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: We will conduct regular classroom walk-throughs utilizing a form that is aligned to the district instructional framework to ensure teachers are utilizing best practices by embedding strategy card activities during instruction. We will use the trends in the collected data to provide professional learning. **Staff Responsible for Monitoring:** Administrators, Specialists, Support Staff: District Performance Playbook, Campus Toolkit, Instructional Framework, Strategy Cards, Data Wall				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, Union Park Elementary will increase the percentage of staff members completing the district Engagement Survey to 90% with an increase in the selected focus statement.

High Priority

Evaluation Data Sources: Gallup Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Provide support to new staff members as an on-boarding process by holding Learning Labs, Peer Observations, and Mentoring by utilizing members of the Guiding Coalition. **Strategy's Expected Result/Impact:** new staff sense of feeling supported, surveys **Staff Responsible for Monitoring:** Guiding Coalition, Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2026, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	3	We will conduct regular classroom walk-throughs utilizing a form that is aligned to the district instructional framework to ensure teachers are utilizing best practices by embedding strategy card activities during instruction. We will use the trends in the collected data to provide professional learning.

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	3	We will conduct regular classroom walk-throughs utilizing a form that is aligned to the district instructional framework to ensure teachers are utilizing best practices by embedding strategy card activities during instruction. We will use the trends in the collected data to provide professional learning.

State Compensatory

Budget for Union Park Elementary

Total SCE Funds: $12,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We will hire former teachers and/or counselors to come in and coach novice teachers on classroom management, behavior strategies, etc. We will also hire former teachers to support math and reading tutoring.

Campus Advisory Team

Committee Role	Name	Position
Administrator	Jaime Gibbs	AP
Fifth	Ashley West	Teacher
Fourth	Kelsey Hedrick	Teacher
Second	Kim Shallcross	Teacher
First	Aubry Needham	Teacher
Kinder	Alethea West	Teacher
Pre-K	Adriana Denison	Teacher
Non-classroom Professional	Carissa McCarty	Math/Reading Interventionist
Classroom Teacher	Briauna Aristondo	Teacher
Classroom Teacher	Stefanie Howard	Teacher
Counselor	Debra Sweeney	Counselor
Administrator	Lorena Salas	

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Interventionist		$73,886.00
				Sub-Total	$73,886.00

Addendums

Kindergarten 2022-2023 Reading Levels			
	BOY	MOY	EOY
Beginning	[redacted]	12.50%	21.90%
Developing		30.77%	16.19%
Meeting Standards		56.73%	61.90%

1st Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY
Beginning	41.80%	27.78%	17.89%
Developing	5.74%	11.90%	17.89%
Meeting Standards	52.46%	60.32%	64.23%

2nd Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY
Beginning	34.51%	28.81%	31.97%
Developing	15.93%	13.56%	13.93%
Meeting Standards	49.56%	57.63%	54.10%

3rd Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY
Beginning	21.43%	24.73%	24.73%
Developing	23.81%	37.63%	24.73%
Meeting Standards	54.76%	37.63%	50.54%

4th Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY
Beginning	16.00%	15.62%	19.80%
Developing	40.00%	48.96%	43.56%
Meeting Standards	44.00%	35.42%	36.63%

5th Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY
Beginning	7.87%	6.45%	5.49%
Developing	8.99%	13.98%	21.98%
Meeting Standards	83.15%	79.57%	72.53%

UPE STAAR Longitudinal Tracker

Math

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	55%	61%	86%	78%	79%
4th	58%	69%	77%	68%	70%
3rd	67%	61%	79%	70%	72%

Reading

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	62%	79%	83%	81%	81%
4th	56%	82%	88%	78%	78%
3rd	65%	73%	76%	78%	77%

Science

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	58%	58%	63%	62%	64%

	May 2023 STAAR Reading Language Arts, Grade 3			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	97	76.29%	50.52%	22.68%
Economic Disadvantage	38	57.89%	34.21%	7.89%
Asian	10	80%	70%	50%
Black/African American	38	65.79%	39.47%	18.42%
Hispanic	20	80%	35%	20%
Native Hawaiian/Pacific Islander	2	100%	100%	0%
Two or More Races	3	66.67%	66.67%	33.33%
White	24	87.50%	66.67%	20.83%
Currently Emergent Bilingual	14	71.43%	42.86%	21.43%
Second Year of Monitoring	1	100%	0%	0%
Special Ed Indicator	20	55%	25%	15%

	May 2023 STAAR Reading Language Arts, Grade 4			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	102	88.24%	56.86%	21.57%
Economic Disadvantage	43	83.72%	51.16%	9.30%
Asian	14	92.86%	78.57%	57.14%
Black/African American	30	80%	30%	6.67%
Hispanic	28	92.86%	71.43%	17.86%
Native Hawaiian/Pacific Islander	2	100%	0%	0%
Two or More Races	1	100%	100%	0%
White	27	88.89%	62.96%	25.93%
Currently Emergent Bilingual	14	92.86%	64.29%	35.71%
Second Year of Monitoring	3	100%	100%	66.67%
Special Ed Indicator	18	61.11%	22.22%	0%

	May 2023 STAAR Reading Language Arts, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	82.80%	64.52%	38.71%
Economic Disadvantage	42	83.33%	54.76%	28.57%
American Indian/Alaskan Native	1	100%	100%	100%
Asian	10	100%	100%	60%
Black/African American	34	82.35%	58.82%	32.35%
Hispanic	17	76.47%	52.94%	29.41%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	5	80%	80%	20%
White	25	80%	64%	48%
Currently Emergent Bilingual	14	78.57%	64.29%	21.43%
Second Year of Monitoring	2	100%	100%	100%

Third Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	9	44.44%	22.22%	0%

	May 2023 STAAR Science, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	63.44%	34.41%	12.90%
Economic Disadvantage	42	52.38%	28.57%	14.29%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	10	90%	60%	50%
Black/African American	34	58.82%	29.41%	5.88%
Hispanic	17	47.06%	29.41%	5.88%
Native Hawaiian/Pacific Islander	1	0%	0%	0%
Two or More Races	5	60%	20%	0%
White	25	72%	40%	16%
Currently Emergent Bilingual	14	57.14%	28.57%	14.29%
Second Year of Monitoring	2	100%	100%	100%
Third Year of Monitoring	1	100%	100%	0%
Special Ed Indicator	9	33.33%	0%	0%

	May 2023 STAAR Mathematics, Grade 3			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	98	78.57%	51.02%	22.45%
Economic Disadvantage	39	64.10%	30.77%	5.13%
Asian	10	80%	80%	50%
Black/African American	39	64.10%	35.90%	17.95%
Hispanic	20	90%	45%	20%
Native Hawaiian/Pacific Islander	2	100%	100%	0%
Two or More Races	3	100%	66.67%	33.33%
White	24	87.50%	62.50%	20.83%
Currently Emergent Bilingual	14	78.57%	50%	35.71%
Second Year of Monitoring	1	100%	0%	0%
Special Ed Indicator	20	70%	30%	15%

	May 2023 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	102	77.45%	47.06%	18.63%
Economic Disadvantage	43	76.74%	37.21%	11.63%
Asian	14	92.86%	78.57%	50%
Black/African American	30	63.33%	23.33%	6.67%
Hispanic	28	82.14%	50%	7.14%
Native Hawaiian/Pacific Islander	2	100%	50%	0%
Two or More Races	1	100%	0%	0%
White	27	77.78%	55.56%	29.63%
Currently Emergent Bilingual	14	85.71%	64.29%	35.71%
Second Year of Monitoring	3	100%	100%	0%
Special Ed Indicator	18	44.44%	5.56%	0%

	May 2023 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	86.02%	60.22%	29.03%
Economic Disadvantage	42	78.57%	42.86%	21.43%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	10	100%	100%	60%
Black/African American	34	85.29%	47.06%	26.47%
Hispanic	17	76.47%	41.18%	17.65%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	5	60%	60%	0%
White	25	92%	76%	36%
Currently Emergent Bilingual	14	85.71%	64.29%	14.29%
Second Year of Monitoring	2	100%	100%	100%

Third Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	9	55.56%	33.33%	11.11%

Denton Independent School District

W.S. Ryan Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.

Vision

We believe that in order to support our mission, we will collaborate as a Professional Learning Community to:

- Increase student engagement through the integration of STEM in our everyday learning.
- Foster a safe and welcoming school culture and climate.
- Promote high standards by encouraging our students to reach their highest potential.
- Engage in meaningful and ongoing professional development that will have a positive impact on student learning.

Value Statement

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WS Ryan Elementary is a school community serving approximately 550 students in grades PK–5. Our student population includes a range of backgrounds, with 45.5% White, 38.4% Hispanic, 9.3% African American, 3.8% Asian, and smaller percentages of students identifying as American Indian, Pacific Islander, or multiracial. We serve a variety of student groups, including 42.9% who are economically disadvantaged, 14.5% who receive special education services, and 25.8% identified as English Learners.

Our average daily attendance rate is strong at 97.4%, and our mobility rate is 13.7%, reflecting a relatively stable student body. Classroom environments maintain low student-teacher ratios across grade levels, with class sizes averaging 18.1 students, which supports more personalized instruction.

We focus on preparing students for future academic and career pathways through early exposure to core academic programs and enrichment opportunities. Participation in programs such as gifted/talented and dual language is supported.

Teacher quality is a top priority. Staff engagement data shows 47% of employees are "engaged," with positive feedback on opportunities to use their strengths and workplace relationships. Areas identified for improvement include access to resources and employee recognition. Efforts are ongoing to recruit and retain effective teachers and paraprofessionals. Instructional staff make up 75% of the workforce at the district level, with spending focused on direct classroom instruction.

Family and community involvement are key aspects of our school. Parent engagement data indicates that 49% of families are "actively disengaged," and only 8% are fully engaged—highlighting the need for improvement in this area.

While our elementary campus does not report high school metrics such as graduation or CCMR completion rates, we prioritize academic skill development and social-emotional learning to support long-term student success.

Demographics Strengths

WS Ryan Elementary is a dynamic school community with a student population that reflects a wide range of cultures, languages, and learning needs. Several key demographic factors support a strong foundation for student achievement and strategic planning:

Student Demographics
Our student body is composed of 45.5% White, 38.4% Hispanic, 9.3% African American, and 3.8% Asian students. The variety of backgrounds represented contributes to peer learning and a well-rounded school culture. With 25.8% of students identified as English Learners, we provide targeted support through established Dual Language and ESL programs in alignment with district guidelines.

High Attendance Rates
WS Ryan maintains an average daily attendance rate of 97.4%, exceeding both district and state benchmarks. This reflects a positive school environment and consistent student engagement in academic programs.

Special Education Services
We serve 14.5% of students through special education programs—above the district and state averages—demonstrating effective identification practices and access to academic and

behavioral support services. This ensures that students with varied learning needs are appropriately supported.

Economic Indicators and Program Funding
Approximately 42.9% of students are identified as economically disadvantaged. This status qualifies the school for additional funding and grant opportunities that can be used to support instruction, student services, and school operations.

Stable Enrollment and Low Mobility
A student mobility rate of 13.7% contributes to a stable instructional environment and supports the development of strong, lasting relationships among students, staff, and families.

Small Class Sizes
With an average class size of 18.1 students, teachers are able to provide more direct instruction, foster stronger teacher-student connections, and better support individual academic needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At 14.5%, SPED enrollment suggests a need to strengthen Tier 1 early interventions and MTSS.
Root Cause: Because Tier 1 interventions and MTSS systems are not clearly set and monitored.

Student Learning

Student Learning Summary

WS Ryan Elementary demonstrates measurable success in student achievement and academic progress across multiple grade levels and content areas. Through a range of assessments—from early literacy screeners to STAAR Interim data—clear strengths are emerging in foundational reading skills, comprehension, and overall student performance.

Early Literacy Development (Kindergarten–2nd Grade)

Our campus has established a strong foundation in early literacy. At the beginning of the year, 70.15% of 1st grade students met or exceeded expectations in letter-sound correspondence, indicating effective instructional alignment between kindergarten and 1st grade. Literacy screeners were administered to nearly 100% of K–2 students in both English and Spanish, reflecting consistent academic monitoring aligned with the TEKS.

In bilingual classrooms, over 57% of 2nd grade students assessed in Spanish met “Developing” or higher expectations in phonological awareness, demonstrating progress in early reading skills.

Reading Achievement (Grades 3–5)

Reading data across upper elementary grades shows consistent growth in comprehension, inferencing, and author’s craft.

3rd Grade

- 50% of students identified as White achieved “Mastered Grade Level” on STAAR Interim Reading.
- Strengths: Text Structure (TEKS 3.11Bii) and Key Ideas & Details (TEKS 3.11Dx).

4th Grade

- 79% of White students reached Mastery; only 3% did not meet expectations.
- Asian students scored 100% Mastery.
- Strengths: Inference & Text Evidence (4.11Dii), Drawing Conclusions (4.11Dx), and Text Organization (4.11Bii).

5th Grade

- 71% of White students Mastered the reading assessment—the highest across all grades.
- Over 50% of African American students scored at Meets or Masters levels.
- Strengths: Author’s Purpose & Craft (5.11Dv) and Making Inferences & Drawing Conclusions (5.11Dx).

Campus-Wide Literacy Trends

Data reflects strong vertical alignment and steady growth in comprehension and analytical reading skills from early literacy through upper elementary. Students

across multiple grade levels are showing improvement in key TEKS-aligned reading domains. Gains appear particularly strong in specific subgroups, pointing to the effectiveness of curriculum alignment, targeted intervention, and high-quality instruction.

Progress Monitoring and Local Assessments

Our use of early literacy screeners, iReady diagnostics, and STAAR Interim assessments provides actionable, real-time data that guides instruction and supports student progress toward grade-level expectations.

Performance in Special Programs

Students in English Learner and special education programs are monitored through assessment data and supported with individualized instruction plans. Notably, 5th grade students across various groups are showing strong achievement in reading assessments.

Readiness Indicators for Future Academic Success

While college, career, and military readiness (CCMR) and graduation data do not apply at the elementary level, current trends indicate students are on a strong path forward:

- High participation in early literacy assessments
- Demonstrated mastery of key reading comprehension skills
- Strong foundational support for future advanced academic work

These indicators suggest that WS Ryan students are being well-prepared for long-term academic success.

Student Learning Strengths

WS Ryan Elementary students are showing strong performance and growth in key areas of literacy development and reading achievement. From early phonics instruction in kindergarten through mastery-level comprehension in 5th grade, data reveals a positive academic trajectory across grade levels.

Early Literacy (K–2)

Students in early grades are demonstrating a strong foundation in essential reading skills. Notably, 70.15% of 1st grade students met or exceeded beginning-of-year expectations in letter-sound correspondence, indicating effective phonics instruction and a well-aligned transition from kindergarten. In 2nd grade, over 57% of students scored at the Developing or Meets level in phonological awareness, highlighting strength in early literacy instruction.

Reading Mastery (Grades 3–5)

Achievement trends show students consistently performing well in STAAR-aligned comprehension skills:

- In 3rd grade, 50% of students reached Mastery, with key strengths in Text Structure and Key Ideas & Details.
- In 4th grade, 79% of students mastered the reading assessment, with notable strength in Inference, Text Evidence, and Drawing Conclusions.

- In 5th grade, 71% of students reached Mastery, with strengths in Author's Purpose and Making Inferences.

Campus-Wide Growth

Students are excelling in comprehension, inferencing, author's craft, and text structure—skills essential for success in middle school and beyond. This growth is consistent across grades and demonstrates strong academic progress.

These results reflect not only effective Tier 1 instruction but also the impact of strategic intervention systems and strong literacy frameworks. WS Ryan is building a foundation of readers who are not just decoding text, but analyzing and understanding it deeply.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): WS Ryan Elementary is experiencing widespread challenges in mathematics--particularly in Measurement, Geometry, and Data Analysis across grades K-5.
Root Cause: Because evidence-based math instructional routines (e.g., math modeling) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational and conceptual math instruction.

Problem Statement 2 (Prioritized): WS Ryan Elementary is experiencing persistent early literacy gaps in phonological awareness and phonics among K-2 students
Root Cause: Because evidence-based reading instructional routines (e.g., phonics) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational literacy and

School Processes & Programs

School Processes & Programs Summary

WS Ryan Elementary implements a cohesive system of instructional and operational practices designed to meet the academic and behavioral needs of students. Our programs reflect strong alignment to the Effective Schools Framework (ESF), with notable strengths in Strong School Leadership, Effective Instruction, and High-Quality Curriculum. However, recent data highlights persistent foundational skill gaps in both literacy and math, requiring deeper focus on Tier 1 consistency, progress monitoring, and conceptual teaching practices.

Curriculum and Instruction

The campus uses the Denton ISD Board-adopted, TEKS-aligned curriculum delivered through a structured scope and sequence. Instruction emphasizes early literacy and numeracy through tools like iReady diagnostics, STAAR Interim assessments, and foundational screeners. Teachers regularly analyze data to inform instruction; however, significant gaps in phonological awareness and phonics (e.g., 41% of 2nd grade students identified at beginning level) suggest that Tier 1 literacy practices lack fidelity and alignment, especially in foundational routines like phonics and guided reading. Similarly, math data across K–5 reveals challenges in Measurement, Geometry, and Data Analysis, linked to limited use of hands-on tools and underdeveloped conceptual understanding.

Instructional strategies remain rooted in data-driven decision-making, in line with ESF Essential Action 5.3. In reading, there is a structured progression from phonics to comprehension. Still, inconsistent curriculum implementation and insufficient alignment between interventions and student needs (e.g., decoding vs. comprehension) contribute to ongoing learning gaps.

Professional Development

Professional learning is intentionally designed to improve Tier 1 instruction, with recent focus on phonics routines, data protocols, and guided reading. Teachers have access to district-led PD and collaborative PLCs that support vertical alignment and instructional consistency. However, progress monitoring practices need to be more frequent and diagnostic in nature to inform timely intervention. In math, PD has begun to emphasize conceptual modeling, yet the under use of manipulatives, visual tools, and academic math vocabulary suggests a need for sustained coaching.

Leadership and Decision-Making

Campus leadership fosters shared ownership through weekly Instructional Leadership Team (ILT) meetings and structured PLCs, aligned to ESF Action 1.1. Leadership has prioritized literacy improvement with clear alignment to the district's “Super Six” goals. While strong planning structures exist, there is a need to increase structured follow-up on intervention effectiveness and ensure fidelity of Tier 1 practices across classrooms and grade levels.

Communication and School Culture

Two-way communication tools such as Class Dojo, Remind, and weekly updates support consistent messaging. While communication structures are strong, opportunities remain to improve recognition systems and access to instructional materials.

Organization, Scheduling, and Support Services

A structured master schedule supports Tier 1 instruction and intervention blocks. The Student Assistance Team (SAT) meets regularly to align services such as dyslexia support, speech, and behavior interventions. Yet, intervention groups are not always matched to specific skill deficits, and performance task formats used in class may not mirror those on assessments—highlighting a need for better vertical alignment and instructional coherence.

Extracurricular and Enrichment Opportunities

The school offers choir, art club, orchestra, Green Team, and Activities Club. These efforts enhance student engagement and motivation, though continued development of cocurricular offerings will further support student leadership and enrichment.

Technology Integration

Technology is integrated through platforms like iReady, Imagine Math, and Seesaw. While access is strong, professional development in digital instruction and student engagement tools remains an area of growth to support blended and individualized learning.

School Processes & Programs Strengths

WS Ryan Elementary implements cohesive instructional and operational systems aligned to the Effective Schools Framework, with particular strengths in high-quality curriculum, data-driven instruction, and strong school leadership. Core instruction is grounded in the TEKS-aligned Denton ISD curriculum and supported by iReady, STAAR Interim, and literacy screeners, with a clear emphasis on early literacy. Professional development is strategic, focusing on phonics, small-group instruction, and data analysis, while PLCs promote vertical alignment and instructional consistency. Leadership fosters shared ownership through ILT meetings and data-informed decisions, supporting interventions through a structured master schedule, collaborative planning, and a responsive Student Assistance Team. The school culture emphasizes strong relationships and clear communication, though parent engagement remains a growth area. Technology integration supports blended learning, and enrichment opportunities like choir, UIL, and literacy nights enhance student engagement. Overall, processes reflect alignment to district priorities and the Denton ISD Board's "Super Six" goals, especially in early reading and staff development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): WS Ryan Elementary is experiencing persistent early literacy gaps in phonological awareness and phonics among K-2 students
Root Cause: Because evidence-based reading instructional routines (e.g., phonics) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational literacy and

Problem Statement 2 (Prioritized): WS Ryan Elementary is experiencing widespread challenges in mathematics--particularly in Measurement, Geometry, and Data Analysis across grades K-5.
Root Cause: Because evidence-based math instructional routines (e.g., math modeling) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational and conceptual math instruction.

Perceptions

Perceptions Summary

WS Ryan Elementary operates as a collaborative, student-centered campus grounded in the Effective Schools Framework and aligned with Denton ISD's Board Values. The way we conduct business reflects shared leadership, a culture of continuous improvement, and a commitment to academic excellence.

Decision-Making & Leadership

We conduct business through shared leadership structures such as the Instructional Leadership Team (ILT), Guiding Coalition (GC), Faculty Advisory Council (FAC), and weekly Professional Learning Communities (PLCs). These teams analyze student data, plan instruction, and monitor progress toward campus goals. Leadership uses data meetings and staff feedback loops to guide instructional decisions and professional learning priorities.

Culture, Climate, and Core Beliefs

Our school climate emphasizes respect and well-being. The Gallup Staff Engagement Survey reflects strong interpersonal relationships and clarity of expectations but signals a need for more staff recognition and access to resources. Our foundational beliefs are aligned with Denton ISD's values of achievement, responsibility, integrity, and respect, promoting a culture that values inquiry and lifelong learning.

Communication and Engagement

Communication is structured, multi-directional, and consistent. Platforms like Class Dojo, Remind, and weekly newsletters keep families and staff informed. Additionally, the campus works to maintain an active Facebook page to provide a reliable source of information and a platform to celebrate or highlight events, activities, and students on campus. However, Gallup's Parent Engagement Survey indicates that only 8% of families are fully engaged, suggesting a need for stronger outreach and communication.

Feedback and Stakeholder Voice

Surveys from staff, families, and students guide planning. Leadership actively uses this input to adjust systems and inform supports. For instance, staff survey responses have informed professional learning and retention strategies, while parent feedback has been used to guide engagement events and communication efforts.

Professional Culture

We prioritize job-embedded professional development, focused on early literacy and data-driven instruction. Structures are in place for vertical alignment and collaborative planning. Staff engagement is fostered through opportunities for leadership, regular coaching, and access to district-wide learning networks.

Community Partnerships

The school hosts events like Family Literacy Nights and partners with community organizations to support enrichment opportunities. Volunteerism is developing but not yet robust, pointing to a potential growth area in community engagement and outreach.

Staff Retention and Satisfaction

Staff retention appears stable, supported by high scores in areas like team collaboration and opportunities to do meaningful work. Yet, recognition and materials/equipment access are areas for improvement based on Gallup data.

Student-Centered Practices

Instruction is increasingly data-informed, with tools like iReady, STAAR Interim, and foundational screeners guiding differentiation. Students are provided with technology for blended learning, though continued professional development is needed to expand digital instructional practices.

Perceptions Strengths

WS Ryan Elementary's top strengths lie in its strong instructional leadership, data-driven culture, and commitment to high-quality curriculum and instruction. The campus demonstrates cohesive planning through weekly ILT meetings and vertically aligned PLCs, fostering shared ownership of student outcomes. Instruction is guided by TEKS-aligned curriculum and supported by ongoing use of iReady, STAAR Interim, and foundational literacy and numeracy screeners. Professional learning is intentionally designed to build capacity in early literacy, biliteracy, and small-group instruction. The school culture emphasizes positive relationships, and staff collaboration, supported by a structured master schedule that ensures time for intervention, planning, and support services. These systems reflect alignment with the Effective Schools Framework and Denton ISD's Super Six goals, especially in literacy and staff engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: WS Ryan Elementary faces a challenge in building strong, reciprocal engagement with families and staff, as evidenced by low parent engagement levels and staff perceptions of limited recognition and resources.
Root Cause: Because two-way communication and feedback systems are underdeveloped, and existing engagement efforts do not consistently empower families or staff as partners in decision-making and campus improvement

Priority Problem Statements

Problem Statement 1: At 14.5%, SPED enrollment suggests a need to strengthen Tier 1 early interventions and MTSS.

Root Cause 1: Because Tier 1 interventions and MTSS systems are not clearly set and monitored.

Problem Statement 1 Areas: Demographics

Problem Statement 2: WS Ryan Elementary is experiencing widespread challenges in mathematics--particularly in Measurement, Geometry, and Data Analysis across grades K-5.

Root Cause 2: Because evidence-based math instructional routines (e.g., math modeling) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational and conceptual math instruction.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: WS Ryan Elementary is experiencing persistent early literacy gaps in phonological awareness and phonics among K-2 students

Root Cause 3: Because evidence-based reading instructional routines (e.g., phonics) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational literacy and

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By May 2026, 100% of students identified as a part of our "high focus group" on Domain 3 of state accountability will make at least one year's growth in math and reading according to i-Ready data, and those in grades 3-5 will exceed their growth measure on the STAAR math and reading assesssment.

High Priority

Evaluation Data Sources: BOY to EOY iReady diagnostics, STAAR Interim assessments, or TELPAS composite scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments Actions: a) align special education instructional practices to DISD curriculum expectations b) increase opportunities for collaboration between general education and special education teachers c) weekly PLT with Special Education Team and Assistant Principal, bi-weekly membership of Diagnostician in the meetings d) Special populations representation on the Guiding Coalition and Faculty Advisory Committee e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop) instruction in the classroom setting in addition to meeting any pull-out minutes in their IEP. **Strategy's Expected Result/Impact:** At the end of the 2025-2026 school year, all students identified as receiving Special Education services will make more than one year's growth in reading and writing as measured by meeting their iReady stretch goals. At the end of the 2025-2026 school year, the "Closing the Gaps Domain" will reflect a 21-point component score increase up to 60 (up from 39) on campus accountability. **Staff Responsible for Monitoring:** Campus Administration, Special Education Staff **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: A vertical Bilingual PLC will meet once a quarter with the initial focus being improving cross-linguistic transfer in instruction. Agendas will also review data of emergent bilingual students, conduct/review instructional walks with the Dual Language Department, and set implementation goals based on the instructional walks. **Strategy's Expected Result/Impact:** By May 2026, a minimum of 46% of ELs will show English proficency on the TELPAS assessment. **Staff Responsible for Monitoring:** ESL/Bilingual Specialist, Principal **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By the end of the school year, prekindergarten teachers will utilize CLI Engage data and curriculum resources to meet their early childhood goals. **Strategy's Expected Result/Impact:** 90% of Pre-K students can name 20 or more alphabet letters. 75% of Pre-K students can produce 20 or more letters. 75% of Pre-K students can blend sounds to make words.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Based on i-Ready data and other formative data, teachers will identify students to provide targeted tutorials before or after school in order to ensure one year's growth and close the Domain 3 achievement gap. **Strategy's Expected Result/Impact:** By May 2026, 100% of students will mee their typical goal and stretch goal according to i-Ready reading and math. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At 14.5%, SPED enrollment suggests a need to strengthen Tier 1 early interventions and MTSS. **Root Cause**: Because Tier 1 interventions and MTSS systems are not clearly set and monitored.

Student Learning

Problem Statement 1: WS Ryan Elementary is experiencing widespread challenges in mathematics--particularly in Measurement, Geometry, and Data Analysis across grades K-5. **Root Cause**: Because evidence-based math instructional routines (e.g., math modeling) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational and conceptual math instruction.

Problem Statement 2: WS Ryan Elementary is experiencing persistent early literacy gaps in phonological awareness and phonics among K-2 students **Root Cause**: Because evidence-based reading instructional routines (e.g., phonics) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational literacy and

School Processes & Programs

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Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: W. S. Ryan Elementary will exceed Tier 3 minimum expectations in math by May 2026, with at least 74% of 3rd graders, 72% of 4th graders, and 81% of 5th graders achieving approaches grade level or higher on the STAAR Math assessment.

W. S. Ryan Elementary will exceed Tier 3 minimum expectations in reading by May 2026, with at least 80% of 3rd graders, 86% of 4th graders, and 83% of 5th graders achieving approaches grade level or higher on the STAAR Math assessment.

Evaluation Data Sources: i-Ready growth measures, i-Ready Mastery Checks, Early Literacy Assessment, Primary Numeracy Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: The campus master schedule will align to the district expectations of instructional minutes to provide time for quality Tier I instruction. Action: a) Grade levels will use the district's instructional minutes document to create their schedule and identify specific times for each component. b) Grade level teams will follow their grade level schedule with fidelity. All grade level teachers should be teaching the same content at the same time to reduce variation in instructional experience for students. c) Campus administrators will conduct walk throughs to ensure grade level schedules are being followed. d) Special Education and Interventionists will work with campus administrators and grade level teams to provide pull-out intervention and services during Tier Time. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, 100% of Kindergarten through 5th grade students will make at least one year's growth in reading and mathematics measured with i-Ready growth data, and 100% of students who are below grade level will meet their stretch goal as measured with i-Ready growth data. **Staff Responsible for Monitoring:** Campus Administration, Guiding Coalition **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Grade level teams will participate in frequent and intentional data meetings using the four guided PLC questions: 1.) What do we want students to learn? 2.) How will we know when they have learned it? 3.) How will we respond when they don't learn it? 4.) How will we respond when they know it? Actions: a) PLCs will follow a grade-level team created agenda. b) The PLCs will be scheduled to align with district and campus assessments. c) A campus administrator will make every effort to be at weekly PLC meetings to monitor the meetings, provide input, and serve as a planning member of the team. d) Invitation to campus interventionists, specialists, and special education team will be included when discussing data and planning for intervention and Tier Time. e) Implementation will be monitored by the Guiding Coalition's monthly meetings. f) Every meeting will have action items to complete prior to the next meeting. g) Teams will celebrate each other's and student's success at every meeting. h) Teachers will be provided a half-day during the 1st, 2nd, and 3rd quarter for big picture planning, determining agendas for each PLC based on assessment calendar, and discuss Tier Time plan. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, 100% of Kindergarten through 5th grade students will make at least one year's growth in reading and mathematics measured with i-Ready growth data, and 100% of students who are below grade level will meet their stretch goal as measured with i-Ready growth data. **Staff Responsible for Monitoring:** Campus Principal, Guiding Coalition Members **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Subsitutes - Title I, Part A - $787				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By the end of Spring 2025, Kindergarten will implement a 30-minute Teir Time and 1st through 5th grade will implement a 45-minute Tier Time to respond to individual learning needs of all students. Actions: a) PLC schedule and agendas will reflect planning for Tier Time by using data to identify skills that need refinement and grouping students to support individual needs. b) A planning document will be used for each grade level to communicate TEKS being addressed and student schedule of pull-out or small group instruction during Tier Time. c) An interventionist position will be used to provide additional intervention support to Kindergarten to 2nd grade. d) An interventionist position will be utilized to provide support in coaching teams and guide this process. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, 100% of Kindergarten through 5th grade students will make at least one year's growth in reading and mathematics measured with i-Ready growth data, and 100% of students who are below grade level will meet their stretch goal as measured with i-Ready growth data. **Staff Responsible for Monitoring:** Campus Administrator, Guiding Coalition **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Campus Interventionist - Title I, Part A - $41,197, Reading Interventionist - Title I, Part A - 2556 - $37,636, Math Interventionist - State Compensatory Education (SCE) - $41,818				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: By May of 2026, 100% of 4th and 5th grade students who qualify for HB4545/1416 will receive the required interventions. Actions: a) Part-Time Interventionist position will be Title I funded. b) Interventionists will schedule pull-out of students during grade level Tier Time. b) Interventionists will track student minutes for HB4545/1416 will be tracked in Edugence. **Strategy's Expected Result/Impact:** Students will receive accelerated instruction that will assist in closing the achievement gap and increase student growth measure on the Spring 2026 STAAR assessment in both Math and Reading. **Staff Responsible for Monitoring:** Campus Administrator, Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: WS Ryan Elementary will implement a comprehensive MTSS framework to provide timely, data-driven academic, behavioral, and SEL interventions for all students. This system will ensure Tier 1 instruction is strong and consistent, while also clearly defining processes for identifying, supporting, and monitoring students who need Tier 2 and Tier 3 support. Actions: a)Train all staff on MTSS structure, including Tier 1/2/3 definitions, referral processes, and documentation expectations. b) Use a standardized MTSS referral and tracking form, housed in a shared digital location (e.g., OneDrive or Google Drive), for consistent documentation. c) Schedule monthly SAT (Student Assistance Team) meetings per grade level to review student data and adjust interventions. d) Integrate progress monitoring tools (iReady, Early Literacy assessments, classroom data) to evaluate intervention effectiveness every 3-4 weeks. e) Assistant Principal will coordinate documentation, follow-ups, and staff support. f) Ensure intervention plans are developed collaboratively during PLCs and reviewed by the SAT, with Tier Time aligned to MTSS tiers. g) Share progress updates with families for students receiving Tier 2/3 support at least once per grading period. **Strategy's Expected Result/Impact:** By May 2026, WS Ryan Elementary will fully implement a campuswide Multi-Tiered System of Supports (MTSS) process, with 100% of instructional staff trained on Tier 1, 2, and 3 interventions and documentation expectations. A minimum of 90% of MTSS referrals will include aligned data sources (e.g., iReady, classroom assessments, behavior logs) and a documented intervention plan.Each grade level will conduct monthly Student Assistance Team (SAT) meetings to review student progress and adjust supports. As a result, at least 75% of students receiving Tier 2 or Tier 3 support will show documented academic, behavioral, or SEL growth based on progress monitoring tools by the end of the 2025-2026 school year or they will be referred to the appropriate department for further evaluation. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** Behavior Specialist - Title I, Part A - $44,830				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: By December of 2025, 100% of WS Ryan instructional staff will participate in two targeted professional development sessions focused on embedding content languge objectives acorss the curriculum and the applications that will used to track students in MTSS. **Strategy's Expected Result/Impact:** Within two weeks of professional devleopment, 80% of teachers will be observed successfully implementing the content language strategies in their instruction. By January of 2026, all teachers will be using the applications fully to track student progress on their MTSS goals. **Staff Responsible for Monitoring:** Princpial, Assistant Principal **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: By February 2026, W.S. Ryan Elementary will implement a 360-degree feedback process for instructional staff that includes self-reflection, peer observation, and leadership input focused on Tier I instruction. At least 90% of teachers will complete one full feedback cycle, and follow-up coaching or PLC conversations will be held within two weeks of each cycle. **Strategy's Expected Result/Impact:** As a result, 80% of participants will demonstrate growth in at least one area of Tier I instructional practice (e.g., use of HQIM, student engagement, language objectives), as measured by a comparison of baseline and post-feedback fidelity walkthrough data. **Staff Responsible for Monitoring:** Guiding Coalition, Principal **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: At 14.5%, SPED enrollment suggests a need to strengthen Tier 1 early interventions and MTSS. **Root Cause**: Because Tier 1 interventions and MTSS systems are not clearly set and monitored.
Student Learning
Problem Statement 1: WS Ryan Elementary is experiencing widespread challenges in mathematics--particularly in Measurement, Geometry, and Data Analysis across grades K-5. **Root Cause**: Because evidence-based math instructional routines (e.g., math modeling) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational and conceptual math instruction.
Problem Statement 2: WS Ryan Elementary is experiencing persistent early literacy gaps in phonological awareness and phonics among K-2 students **Root Cause**: Because evidence-based reading instructional routines (e.g., phonics) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational literacy and
School Processes & Programs
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Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Enviornment

Performance Objective 1: By the end of the school year, the Q12 staff engagement survey will average at least a 4.5 on all measurements.

Evaluation Data Sources: Q12 Staff Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Create a Faculty Advisory Council that has representation from each grade level and department in the building to lead the operational and logistic decision-making on campus to ensure that all decisions are being made at the point closest to implementation. **Strategy's Expected Result/Impact:** Campus-wide decisions will support a positive school culture and climate due to the buy-in and participation of staff in the decision-making process. **Staff Responsible for Monitoring:** Faculty Advisory Council, AP, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: By May 2026, WS Ryan Elementary will implement a staff-driven Peer Recognition and Input Initiative, including a monthly peer-to-peer recognition program and quarterly anonymous staff input forms, with a target of 100% staff participation. **Strategy's Expected Result/Impact:** Staff will feel connected to the campus, recognized for their hard work, and appreciate the affirmations from their colleagues. As the year progresses, we hope to see more nominations and recommendations from people looking for the great things happening throughout the building. **Staff Responsible for Monitoring:** Principal, Guiding Coalition **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By the end of the 2025-2026 school year, the Faculty Advisory Council will work in conjunction with grade level teams to implement the Denton ISD Core Behavioral Programming. Action: a) Implmentation of Character Strong in all grade levels b) Implmentation of the "Wrangler Way" initiative to promote positive behaviors and identify common behavior expectations throughout the building c) Increased opportunities for student recognition throughout the school year **Strategy's Expected Result/Impact:** The campus will have aligned behavior expectations across all common areas, identified a campus-wide positive behavior intervention system, and create a behavior matrix. **Staff Responsible for Monitoring:** Administrators, Faculty Advisory Council				

 No Progress Accomplished Continue/Modify Discontinue

Compass Point 2: Exceptional Workplace Enviornment

Performance Objective 2: By the end of the school year, the campus family engagement survey will average at least a 4.5 on all measurements.

Evaluation Data Sources: Family Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: By the end of the 2025-2026 school year, our school will host at least one-two academic parent workshops focused on supporting literacy and math at home for K-2 families, with at least 30% of parents attending each session, as measured by sign-in sheets and parent feedback surveys. **Strategy's Expected Result/Impact:** Parents, as a child's first teacher, feel equipped to help support the primary literacy and mathematics concepts at home. **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: All parents will be invited to a parent-teacher conference during the Fall and Spring semester to review their children's progress and learning goals. **Strategy's Expected Result/Impact:** All parents will be informed of their children's progress and engaged in their learning. This will also encourage an increase in communication between parents and teachers throughout the year. **Staff Responsible for Monitoring:** Classroom teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: By May 2026, the campus will increase the percentage of fully engaged families from 8% to at least 25% (as measured by the Gallup Family Engagement Survey) by implementing a comprehensive, culturally responsive communication and engagement plan. Action: a) Monthly multilingual communication updates b) Two family-led outreach efforts (Determine need through surveys and parent advisory groups) that are free for families to participate and can be accessed in the familie's native language c) At least 2 culturally relevant events- Multicultural Night, Fine Arts Night **Strategy's Expected Result/Impact:** The campus will increase the percentage of fully engaged families from 8% to at least 25% (as measured by the Gallup Family Engagement Survey). **Staff Responsible for Monitoring:** Principal, Guiding Coalition **Funding Sources:** Supplies & Snacks for Parent Involvement - Title I, Part A - $1,841				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: WS Ryan Elementary is experiencing widespread challenges in mathematics--particularly in Measurement, Geometry, and Data Analysis across grades K-5. **Root Cause**: Because evidence-based math instructional routines (e.g., math modeling) are not consistently implemented with fidelity across classrooms. Because aligned curriculum and materials are used inconsistently, especially in foundational and conceptual math instruction.
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Compass Point 2: Exceptional Workplace Enviornment

Performance Objective 3: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

Performance Objective 1: By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Sources: Parent Participation data; Parent-Teacher conference data; Volunteerism data

State Compensatory

Budget for W.S. Ryan Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

SCE provides the staffing funding for our Reading Interventionist, Math Interventionist, Reading Recovery Teacher, and DLL Teacher (Bilingual Reading Recovery).

Personnel for W.S. Ryan Elementary

Name	Position	FTE
Ann Winkle	Reading Interventionist	0.5
Ann Winkle	Math Interventionist	0.5
Sulema Flores	DLL	0.5
Terisa Tenbrook	Reading Recovery	1

Title I

Campus Leadership Team

Committee Role	Name	Position
Administrator	Katie Hart	Assistant Principal
Administrator	Charlie Lokey	Principal
Non-classroom Professional	Kelli Routh	Counselor
Parent Representative	Stephanie Neuharth	PTA President
Classroom Teacher	Meagan Whitaker	Prekindergarten
Classroom Teacher	Leiza Castro	Kindergarten Self-Contained
Classroom Teacher	Monica Sallee	1st Grade Self-Contained
Classroom Teacher	Lauire Forsyth	2nd Grade Self-Contained
Classroom Teacher	Sandra Marroquin	3rd Grade Bilingual Self-Contained
Classroom Teacher	Marla Mirales	4th Grade Mathematics
Classroom Teacher	Leslie Rojo	5th Grade Bilingual Self-Contained

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Math Interventionist		$41,818.00
				Sub-Total	$41,818.00

Title I, Part A					
Compass Point	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Subsitutes		$787.00
1	2	3	Campus Interventionist		$41,197.00
1	2	3	Reading Interventionist	2556	$37,636.00
1	2	5	Behavior Specialist		$44,830.00
2	2	3	Supplies & Snacks for Parent Involvement		$1,841.00
				Sub-Total	$126,291.00

Addendums

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	83	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	83	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		83	1515	10	12	73	88	49	59	26	31	17.4	67	13.5	52
Male		43	1508	5	12	38	88	25	58	14	33	16.9	65	13.6	52
Female		40	1522	5	13	35	88	24	60	12	30	18.0	69	13.3	51
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		32	1482	3	9	29	91	17	53	6	19	17.1	66	11.9	46
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		43	1543	6	14	37	86	29	67	18	42	17.8	68	14.9	57
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	38	1486	4	11	34	89	18	47	8	21	17.1	66	12.0	46
	No	45	1539	6	13	39	87	31	69	18	40	17.7	68	14.8	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	83	1515	10	12	73	88	49	59	26	31	17.4	67	13.5	52
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	81	1517	9	11	72	89	48	59	25	31	17.5	67	13.6	52
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		18	1465	0	0	18	100	6	33	2	11	16.2	62	11.3	43
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		65	1529	10	15	55	85	43	66	24	37	17.8	68	14.1	54
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	10	1476	0	0	10	100	4	40	1	10	16.3	63	12.3	47
	Nonparticipants	73	1520	10	14	63	86	45	62	25	34	17.6	68	13.6	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	6	1468	0	0	6	100	2	33	1	17	17.2	66	10.2	39
	Nonparticipants	77	1519	10	13	67	87	47	61	25	32	17.4	67	13.7	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	17	1438	4	24	13	76	7	41	2	12	15.5	60	10.3	40
	No	65	1534	6	9	59	91	41	63	23	35	17.8	69	14.3	55
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	8	1427	3	38	5	63	2	25	2	25	14.4	55	9.8	38
	No	73	1526	6	8	67	92	46	63	23	32	17.8	68	14.0	54
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	10	1647	0	0	10	100	9	90	7	70	20.4	78	18.8	72
	Nonparticipants	71	1498	9	13	62	87	39	55	18	25	17.0	66	12.8	49
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	64	1474	9	14	55	86	31	48	13	20	16.5	64	11.7	45
	No	19	1652	1	5	18	95	18	95	13	68	20.4	78	19.6	75
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 3 Reading Language Arts

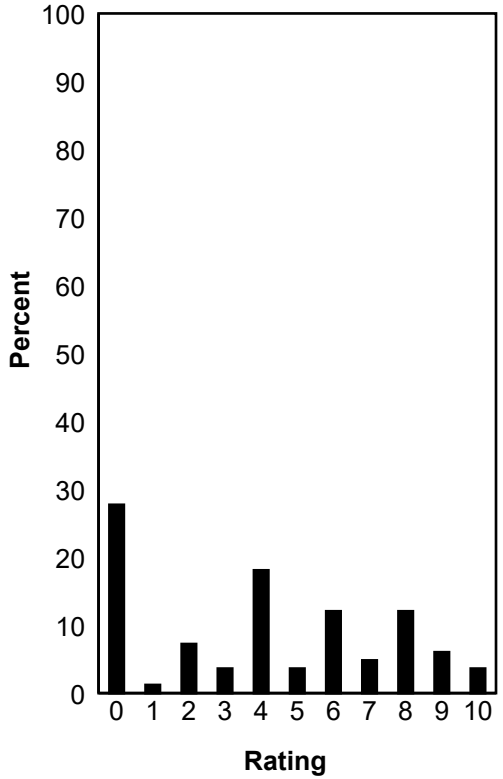
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	23	28
1	1	1
2	6	7
3	3	4
4	15	18
5	3	4
6	10	12
7	4	5
8	10	12
9	5	6
10	3	4
Total	83	100



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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											10		15		7		5	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1550	10	11	80	89	61	68	32	36	6.7	67	9.2	61	4.3	61	3.7	75
Male	46	1578	6	13	40	87	34	74	20	43	7.1	71	9.8	65	4.5	65	3.8	76
Female	44	1521	4	9	40	91	27	61	12	27	6.4	64	8.6	57	4.0	58	3.7	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	39	1531	4	10	35	90	26	67	10	26	6.6	66	8.7	58	4.2	60	3.7	74
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	43	1580	4	9	39	91	31	72	19	44	6.8	68	9.9	66	4.5	64	3.9	78
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	44	1526	6	14	38	86	27	61	13	30	6.6	66	8.5	57	4.1	58	3.8	75
No	46	1573	4	9	42	91	34	74	19	41	6.9	69	9.8	65	4.5	64	3.7	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	90	1550	10	11	80	89	61	68	32	36	6.7	67	9.2	61	4.3	61	3.7	75
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	88	1552	9	10	79	90	60	68	31	35	6.8	68	9.3	62	4.3	62	3.7	75
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	25	1529	2	8	23	92	17	68	7	28	6.8	68	8.7	58	4.4	62	3.6	71
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	65	1559	8	12	57	88	44	68	25	38	6.7	67	9.4	63	4.3	61	3.8	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	17	1559	0	0	17	100	14	82	5	29	7.4	74	9.2	61	4.8	68	3.7	74
Nonparticipants	73	1548	10	14	63	86	47	64	27	37	6.6	66	9.2	61	4.2	60	3.7	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	6	1458	2	33	4	67	2	33	2	33	5.5	55	7.3	49	3.7	52	3.0	60
Nonparticipants	84	1557	8	10	76	90	59	70	30	36	6.8	68	9.3	62	4.3	62	3.8	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	19	1462	6	32	13	68	8	42	3	16	5.6	56	7.4	49	3.0	43	3.8	76
No	70	1573	4	6	66	94	52	74	28	40	7.0	70	9.7	65	4.6	66	3.7	74
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	9	1489	2	22	7	78	5	56	2	22	6.0	60	7.4	50	4.6	65	3.4	69
No	79	1560	7	9	72	91	55	70	29	37	6.8	68	9.5	63	4.3	61	3.8	75
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	12	1765	0	0	12	100	12	100	10	83	9.3	93	12.4	83	6.0	86	4.6	92
Nonparticipants	76	1519	9	12	67	88	48	63	21	28	6.4	64	8.8	58	4.0	58	3.6	72
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	71	1507	9	13	62	87	43	61	17	24	6.3	63	8.4	56	4.0	57	3.6	72
No	19	1712	1	5	18	95	18	95	15	79	8.5	85	12.3	82	5.3	76	4.3	85
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	6	S-1336	4	67	2	33	1	17	1	17	12.5	48	11.0	42
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1355	3	60	2	40	1	20	1	20	12.4	48	12.4	48
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	6	S-1362	4	67	2	33	1	17	1	17	13.3	51	11.7	45
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1302	4	80	1	20	0	0	0	0	11.6	45	9.4	36
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 3 Reading Language Arts

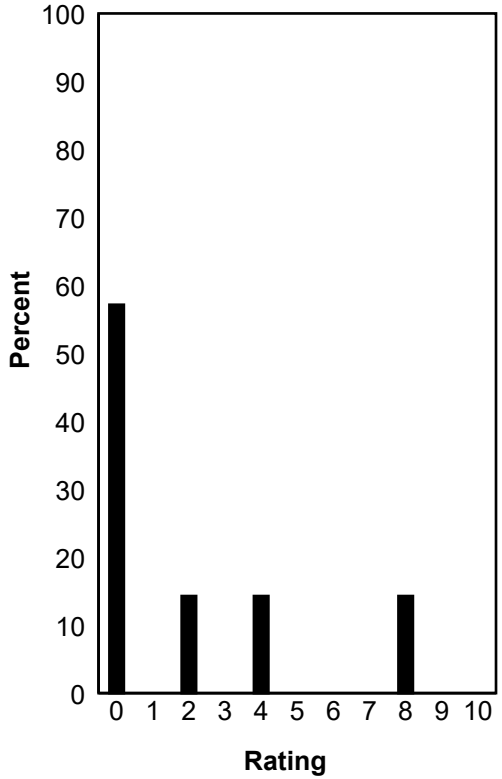
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	4	57
1	0	0
2	1	14
3	0	0
4	1	14
5	0	0
6	0	0
7	0	0
8	1	14
9	0	0
10	0	0
Total	7	100



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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Points Possible			
											26		26	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	1600	12	13	84	88	54	56	34	35	15.7	60	14.4	55
Male	48	1568	9	19	39	81	24	50	11	23	14.6	56	13.1	50
Female	48	1632	3	6	45	94	30	63	23	48	16.8	65	15.7	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	35	1551	4	11	31	89	15	43	9	26	13.9	53	12.9	49
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	5	1645	0	0	5	100	4	80	2	40	17.4	67	16.8	65
Black or African American	12	1523	3	25	9	75	5	42	2	17	12.8	49	12.3	47
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	41	1653	4	10	37	90	28	68	19	46	17.8	68	15.7	61
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	32	1532	5	16	27	84	12	38	5	16	12.7	49	12.6	48
No	64	1634	7	11	57	89	42	66	29	45	17.2	66	15.3	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	96	1600	12	13	84	88	54	56	34	35	15.7	60	14.4	55
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	92	1600	12	13	80	87	51	55	33	36	15.7	60	14.4	55
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	21	1545	3	14	18	86	8	38	4	19	13.0	50	13.1	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	74	1615	9	12	65	88	45	61	30	41	16.4	63	14.7	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	20	1531	3	15	17	85	7	35	3	15	12.5	48	12.6	48
Nonparticipants	76	1618	9	12	67	88	47	62	31	41	16.5	64	14.8	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	95	1597	12	13	83	87	53	56	33	35	15.6	60	14.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	11	1440	5	45	6	55	2	18	0	0	10.2	39	8.4	32
No	81	1622	7	9	74	91	49	60	33	41	16.4	63	15.2	58
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	11	1498	2	18	9	82	4	36	0	0	13.0	50	10.2	39
No	82	1614	10	12	72	88	48	59	33	40	16.0	62	14.9	57
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	13	1818	0	0	13	100	13	100	13	100	22.6	87	22.3	86
Nonparticipants	80	1567	12	15	68	85	39	49	21	26	14.6	56	13.2	51
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	40	1500	11	28	29	73	11	28	5	13	11.9	46	10.9	42
No	52	1678	1	2	51	98	40	77	28	54	18.6	71	17.1	66
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 4 Reading Language Arts

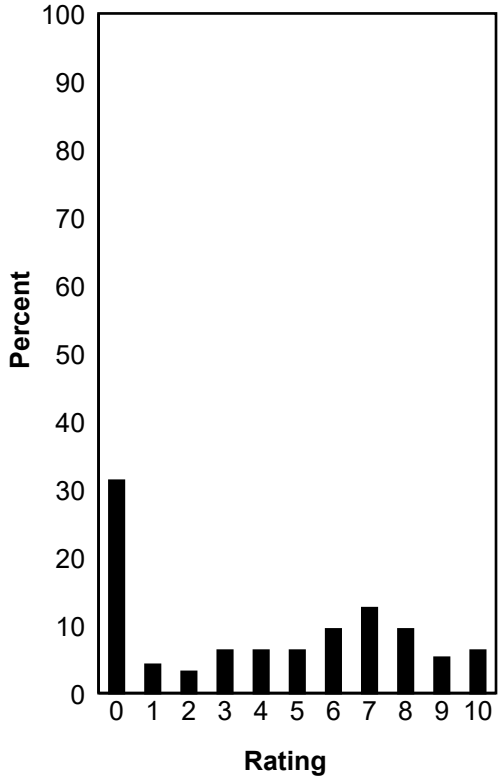
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	30	31
1	4	4
2	3	3
3	6	6
4	6	6
5	6	6
6	9	9
7	12	13
8	9	9
9	5	5
10	6	6
Total	96	100



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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Points Possible							
												12		13		11		4	
												Avg. # of Points / % Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		97	1636	10	10	87	90	68	70	32	33	8.5	71	8.2	63	6.6	60	2.9	72
Male		48	1637	6	13	42	88	32	67	17	35	8.5	71	8.3	63	6.5	59	2.8	69
Female		49	1635	4	8	45	92	36	73	15	31	8.5	71	8.2	63	6.7	61	3.0	76
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		36	1613	4	11	32	89	24	67	9	25	8.1	68	8.1	62	6.1	55	2.9	72
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		5	1739	0	0	5	100	5	100	3	60	9.4	78	11.0	85	8.2	75	3.0	75
Black or African American		12	1565	1	8	11	92	5	42	3	25	8.3	69	6.8	53	5.2	47	2.6	65
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		41	1674	4	10	37	90	32	78	17	41	8.9	74	8.7	67	7.4	67	3.0	75
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	33	1584	4	12	29	88	20	61	6	18	7.9	66	7.5	57	5.6	51	2.8	70
	No	64	1663	6	9	58	91	48	75	26	41	8.8	73	8.6	66	7.1	64	2.9	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	96	1639	9	9	87	91	68	71	32	33	8.5	71	8.3	64	6.6	60	2.9	73
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	92	1639	9	10	83	90	65	71	30	33	8.6	71	8.3	64	6.6	60	2.9	72
	No Information Provided	5	1590	1	20	4	80	3	60	2	40	7.2	60	6.6	51	6.8	62	3.2	80
Identified as Emergent Bilingual/English Learner		22	1621	3	14	19	86	15	68	7	32	8.3	69	8.2	63	6.0	55	3.0	75
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		74	1641	7	9	67	91	52	70	25	34	8.6	72	8.2	63	6.8	62	2.9	72
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	20	1619	2	10	18	90	14	70	6	30	8.4	70	8.4	64	6.0	54	3.0	75
	Nonparticipants	76	1644	7	9	69	91	54	71	26	34	8.6	71	8.3	64	6.8	62	2.9	72
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	95	1636	9	9	86	91	67	71	31	33	8.5	71	8.3	64	6.6	60	2.9	72
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	12	1476	7	58	5	42	4	33	2	17	6.3	52	4.9	38	3.6	33	2.4	60
	No	81	1660	3	4	78	96	61	75	28	35	8.9	74	8.7	67	7.0	64	2.9	73
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	11	1538	2	18	9	82	5	45	1	9	6.6	55	7.1	55	5.2	47	2.4	59
	No	82	1651	7	9	75	91	61	74	29	35	8.8	73	8.5	65	6.8	61	3.0	74
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	13	1861	0	0	13	100	13	100	13	100	11.5	96	11.5	89	9.6	87	3.8	94
	Nonparticipants	80	1604	9	11	71	89	53	66	18	23	8.1	68	7.8	60	6.1	56	2.8	69
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	41	1562	8	20	33	80	20	49	7	17	7.3	61	7.1	55	5.3	48	2.7	67
	No	52	1694	2	4	50	96	45	87	23	44	9.6	80	9.1	70	7.6	69	3.0	75
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
Male		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1423	2	40	3	60	2	40	0	0	15.2	58	11.2	43
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1423	2	40	3	60	2	40	0	0	15.2	58	11.2	43
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1423	2	40	3	60	2	40	0	0	15.2	58	11.2	43
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 4 Reading Language Arts

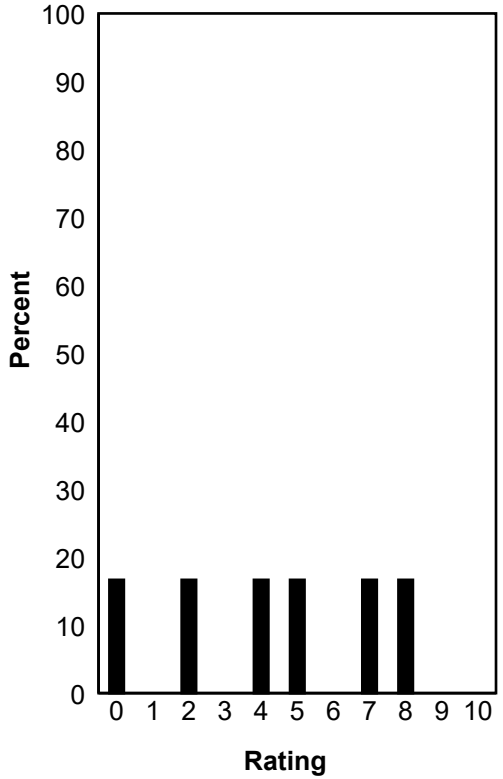
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

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



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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											12		13		11		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	1475	1	20	4	80	1	20	0	0	4.8	40	5.2	40	4.2	38	3.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	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	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	1475	1	20	4	80	1	20	0	0	4.8	40	5.2	40	4.2	38	3.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	1475	1	20	4	80	1	20	0	0	4.8	40	5.2	40	4.2	38	3.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	81	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	81	100

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		81	1636	8	10	73	90	58	72	30	37	18.5	71	15.2	59
Male		36	1637	2	6	34	94	26	72	11	31	18.7	72	15.3	59
Female		45	1635	6	13	39	87	32	71	19	42	18.4	71	15.2	58
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		23	1623	3	13	20	87	16	70	10	43	17.7	68	15.2	58
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		8	1732	0	0	8	100	8	100	5	63	21.4	82	19.4	75
Black or African American		7	1598	1	14	6	86	6	86	0	0	18.6	71	13.0	50
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		42	1628	4	10	38	90	27	64	14	33	18.3	70	14.8	57
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	19	1603	3	16	16	84	11	58	8	42	17.3	66	14.2	55
	No	62	1645	5	8	57	92	47	76	22	35	18.9	73	15.5	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	81	1636	8	10	73	90	58	72	30	37	18.5	71	15.2	59
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	81	1636	8	10	73	90	58	72	30	37	18.5	71	15.2	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		13	1640	1	8	12	92	9	69	6	46	17.6	68	16.6	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		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		67	1634	7	10	60	90	48	72	24	36	18.6	72	14.9	57
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	9	1619	1	11	8	89	6	67	4	44	16.7	64	16.0	62
	Nonparticipants	72	1638	7	10	65	90	52	72	26	36	18.7	72	15.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	5	1668	0	0	5	100	4	80	2	40	18.8	72	17.6	68
	Nonparticipants	76	1633	8	11	68	89	54	71	28	37	18.5	71	15.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	8	1492	3	38	5	63	2	25	0	0	13.8	53	9.4	36
	No	73	1651	5	7	68	93	56	77	30	41	19.0	73	15.9	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	9	1604	2	22	7	78	6	67	2	22	17.2	66	14.3	55
	No	72	1639	6	8	66	92	52	72	28	39	18.7	72	15.3	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	15	1737	0	0	15	100	14	93	11	73	20.3	78	20.2	78
	Nonparticipants	66	1613	8	12	58	88	44	67	19	29	18.1	70	14.1	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	26	1584	5	19	21	81	15	58	8	31	16.5	63	13.5	52
	No	55	1660	3	5	52	95	43	78	22	40	19.5	75	16.1	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 5 Reading Language Arts

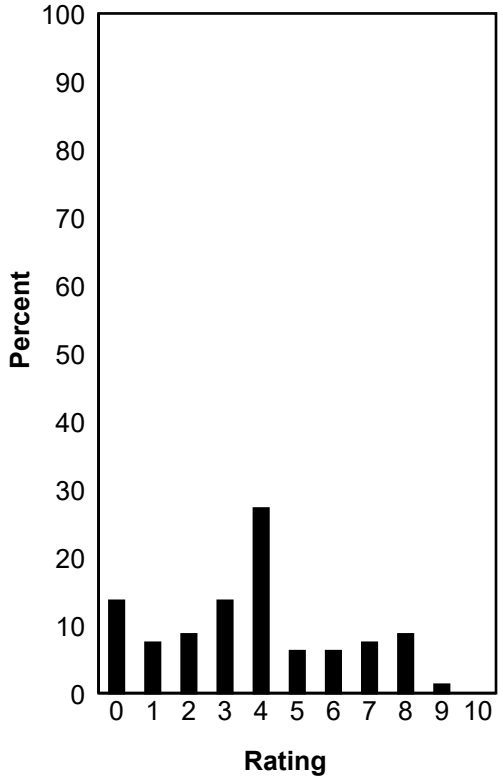
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	11	14
1	6	7
2	7	9
3	11	14
4	22	27
5	5	6
6	5	6
7	6	7
8	7	9
9	1	1
10	0	0
Total	81	100



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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	85	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	85	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											9		20		9		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	1703	6	7	79	93	55	65	26	31	6.1	68	13.2	66	4.9	55	2.7	68
Male	40	1721	1	3	39	98	27	68	12	30	6.4	71	13.9	70	5.1	56	2.8	69
Female	45	1687	5	11	40	89	28	62	14	31	5.9	66	12.6	63	4.8	53	2.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	27	1648	2	7	25	93	15	56	6	22	5.6	62	11.9	59	4.5	50	2.6	66
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	1863	0	0	8	100	8	100	5	63	7.1	79	17.0	85	7.0	78	3.1	78
Black or African American	7	1642	0	0	7	100	5	71	0	0	5.7	63	12.1	61	4.4	49	2.1	54
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	42	1720	4	10	38	90	27	64	15	36	6.4	71	13.7	69	4.9	55	2.8	70
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	23	1628	2	9	21	91	13	57	2	9	5.3	59	11.4	57	4.1	46	2.4	61
No	62	1730	4	6	58	94	42	68	24	39	6.4	72	13.9	70	5.2	58	2.8	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	85	1703	6	7	79	93	55	65	26	31	6.1	68	13.2	66	4.9	55	2.7	68
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	85	1703	6	7	79	93	55	65	26	31	6.1	68	13.2	66	4.9	55	2.7	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	17	1643	1	6	16	94	10	59	2	12	5.3	59	12.2	61	4.5	50	2.4	60
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	67	1715	5	7	62	93	44	66	23	34	6.3	70	13.4	67	5.0	55	2.8	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	13	1632	1	8	12	92	7	54	1	8	4.8	54	11.6	58	4.6	51	2.5	63
Nonparticipants	72	1716	5	7	67	93	48	67	25	35	6.4	71	13.5	68	5.0	55	2.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	5	1674	0	0	5	100	4	80	1	20	6.2	69	13.6	68	4.6	51	2.0	50
Nonparticipants	80	1705	6	8	74	93	51	64	25	31	6.1	68	13.2	66	4.9	55	2.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	8	1596	2	25	6	75	2	25	1	13	4.4	49	9.5	48	4.5	50	2.3	56
No	77	1714	4	5	73	95	53	69	25	32	6.3	70	13.6	68	5.0	55	2.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	9	1717	1	11	8	89	6	67	3	33	6.4	72	13.4	67	4.9	54	2.8	69
No	76	1701	5	7	71	93	49	64	23	30	6.1	68	13.2	66	4.9	55	2.7	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	15	1898	0	0	15	100	15	100	13	87	7.7	85	17.9	89	7.5	84	3.4	85
Nonparticipants	70	1661	6	9	64	91	40	57	13	19	5.8	65	12.2	61	4.4	48	2.6	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	30	1608	4	13	26	87	11	37	2	7	4.9	54	10.9	54	3.7	41	2.4	59
No	55	1754	2	4	53	96	44	80	24	44	6.8	76	14.5	73	5.6	62	2.9	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	85	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	85	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
											Points Possible							
											6		9		11		13	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	3912	20	24	65	76	39	46	16	19	3.4	57	5.4	60	4.9	45	9.5	73
Male	40	3964	10	25	30	75	21	53	9	23	3.5	58	5.7	64	5.0	46	9.8	75
Female	45	3865	10	22	35	78	18	40	7	16	3.4	56	5.2	58	4.8	44	9.3	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	27	3712	9	33	18	67	5	19	2	7	2.9	48	4.7	52	4.1	37	8.9	68
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	4411	0	0	8	100	7	88	4	50	4.5	75	7.4	82	6.9	63	11.1	86
Black or African American	7	3785	1	14	6	86	3	43	0	0	3.0	50	5.3	59	4.0	36	9.4	73
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	42	3962	10	24	32	76	23	55	10	24	3.6	60	5.6	62	5.2	47	9.6	74
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	23	3676	9	39	14	61	5	22	2	9	2.7	46	4.5	50	4.0	36	8.7	67
No	62	3999	11	18	51	82	34	55	14	23	3.7	61	5.8	64	5.3	48	9.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	85	3912	20	24	65	76	39	46	16	19	3.4	57	5.4	60	4.9	45	9.5	73
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	85	3912	20	24	65	76	39	46	16	19	3.4	57	5.4	60	4.9	45	9.5	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	17	3712	8	47	9	53	4	24	2	12	2.8	46	4.5	50	4.4	40	8.6	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	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	67	3955	12	18	55	82	34	51	13	19	3.6	59	5.6	63	5.0	46	9.7	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	13	3548	7	54	6	46	1	8	0	0	2.3	38	3.9	44	3.8	34	8.1	62
Nonparticipants	72	3977	13	18	59	82	38	53	16	22	3.6	60	5.7	63	5.1	47	9.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	5	4146	1	20	4	80	3	60	2	40	3.8	63	5.8	64	6.2	56	10.4	80
Nonparticipants	80	3897	19	24	61	76	36	45	14	18	3.4	56	5.4	60	4.9	44	9.4	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	8	3615	5	63	3	38	3	38	1	13	3.6	60	3.8	42	3.4	31	8.4	64
No	77	3942	15	19	62	81	36	47	15	19	3.4	56	5.6	62	5.1	46	9.6	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	9	4008	1	11	8	89	5	56	2	22	3.2	54	5.3	59	5.9	54	10.1	78
No	76	3900	19	25	57	75	34	45	14	18	3.4	57	5.4	61	4.8	44	9.4	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	15	4366	0	0	15	100	14	93	7	47	4.6	77	7.5	84	6.0	55	11.4	88
Nonparticipants	70	3814	20	29	50	71	25	36	9	13	3.2	53	5.0	55	4.7	43	9.1	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	30	3693	14	47	16	53	10	33	3	10	2.8	46	4.3	48	4.4	40	8.6	66
No	55	4031	6	11	49	89	29	53	13	24	3.8	63	6.0	67	5.2	48	10.0	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
Male		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
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		1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 5 Reading Language Arts

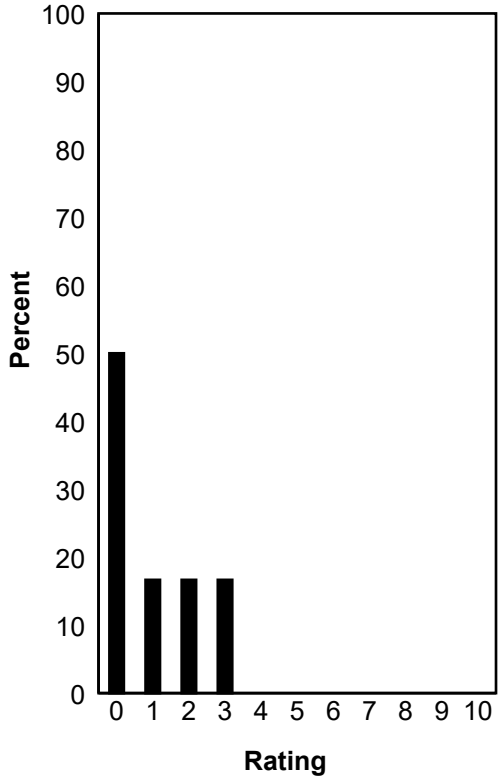
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

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



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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											9		20		9		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

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

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
											Points Possible							
											6		9		11		13	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		83	73	88	7	2	29	90	75	83
Male		43	38	88	3	---	---	46	39	85
Female		40	35	88	4	---	---	44	36	82
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		32	29	91	7	2	29	39	31	79
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		3	---	---	0	---	---	3	---	---
Black or African American		4	---	---	0	---	---	4	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		43	37	86	0	---	---	43	37	86
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	38	34	89	6	2	33	44	36	82
	No	45	39	87	1	---	---	46	39	85
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	83	73	88	7	2	29	90	75	83
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	81	72	89	7	2	29	88	74	84
	No Information Provided	2	---	---	0	---	---	2	---	---
Identified as Emergent Bilingual/English Learner		18	18	100	7	2	29	25	20	80
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		65	55	85	0	---	---	65	55	85
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	10	10	100	7	2	29	17	12	71
	Nonparticipants	73	63	86	0	---	---	73	63	86
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	6	6	100	0	---	---	6	6	100
	Nonparticipants	77	67	87	7	2	29	84	69	82
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	17	13	76	2	---	---	19	13	68
	No	65	59	91	5	2	40	70	61	87
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	8	5	63	1	---	---	9	5	56
	No	73	67	92	6	2	33	79	69	87
	No Information Provided	2	---	---	0	---	---	2	---	---
Gifted/Talented	*Participants*	10	10	100	2	---	---	12	11	92
	Nonparticipants	71	62	87	5	1	20	76	63	83
	No Information Provided	2	---	---	0	---	---	2	---	---
At-Risk	*Yes*	64	55	86	7	2	29	71	57	80
	No	19	18	95	0	---	---	19	18	95
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		90	80	89	0	---	---	90	80	89
Male		46	40	87	0	---	---	46	40	87
Female		44	40	91	0	---	---	44	40	91
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		39	35	90	0	---	---	39	35	90
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		3	---	---	0	---	---	3	---	---
Black or African American		4	---	---	0	---	---	4	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		43	39	91	0	---	---	43	39	91
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	44	38	86	0	---	---	44	38	86
	No	46	42	91	0	---	---	46	42	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	90	80	89	0	---	---	90	80	89
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	88	79	90	0	---	---	88	79	90
	No Information Provided	2	---	---	0	---	---	2	---	---
Identified as Emergent Bilingual/English Learner		25	23	92	0	---	---	25	23	92
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		65	57	88	0	---	---	65	57	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	17	17	100	0	---	---	17	17	100
	Nonparticipants	73	63	86	0	---	---	73	63	86
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	6	4	67	0	---	---	6	4	67
	Nonparticipants	84	76	90	0	---	---	84	76	90
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	19	13	68	0	---	---	19	13	68
	No	70	66	94	0	---	---	70	66	94
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	9	7	78	0	---	---	9	7	78
	No	79	72	91	0	---	---	79	72	91
	No Information Provided	2	---	---	0	---	---	2	---	---
Gifted/Talented	*Participants*	12	12	100	0	---	---	12	12	100
	Nonparticipants	76	67	88	0	---	---	76	67	88
	No Information Provided	2	---	---	0	---	---	2	---	---
At-Risk	*Yes*	71	62	87	0	---	---	71	62	87
	No	19	18	95	0	---	---	19	18	95
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		96	84	88	6	4	67	102	88	86
Male		48	39	81	2	---	---	50	40	80
Female		48	45	94	4	---	---	52	48	92
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		35	31	89	6	4	67	41	35	85
American Indian or Alaska Native		2	---	---	0	---	---	2	---	---
Asian		5	5	100	0	---	---	5	5	100
Black or African American		12	9	75	0	---	---	12	9	75
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		41	37	90	0	---	---	41	37	90
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	32	27	84	6	4	67	38	31	82
	No	64	57	89	0	---	---	64	57	89
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	96	84	88	6	4	67	102	88	86
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	92	80	87	5	3	60	97	83	86
	No Information Provided	4	---	---	1	---	---	5	5	100
Identified as Emergent Bilingual/English Learner		21	18	86	6	4	67	27	22	81
Monitored 1st Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		74	65	88	0	---	---	74	65	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	20	17	85	6	4	67	26	21	81
	Nonparticipants	76	67	88	0	---	---	76	67	88
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	1	---	---	0	---	---	1	---	---
	Nonparticipants	95	83	87	6	4	67	101	87	86
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	11	6	55	1	---	---	12	6	50
	No	81	74	91	4	---	---	85	77	91
	No Information Provided	4	---	---	1	---	---	5	5	100
Section 504	*Yes*	11	9	82	0	---	---	11	9	82
	No	82	72	88	5	3	60	87	75	86
	No Information Provided	3	---	---	1	---	---	4	---	---
Gifted/Talented	*Participants*	13	13	100	0	---	---	13	13	100
	Nonparticipants	80	68	85	5	3	60	85	71	84
	No Information Provided	3	---	---	1	---	---	4	---	---
At-Risk	*Yes*	40	29	73	6	4	67	46	33	72
	No	52	51	98	0	---	---	52	51	98
	No Information Provided	4	---	---	0	---	---	4	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		97	87	90	6	5	83	103	92	89
Male		48	42	88	2	---	---	50	43	86
Female		49	45	92	4	---	---	53	49	92
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		36	32	89	6	5	83	42	37	88
American Indian or Alaska Native		2	---	---	0	---	---	2	---	---
Asian		5	5	100	0	---	---	5	5	100
Black or African American		12	11	92	0	---	---	12	11	92
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		41	37	90	0	---	---	41	37	90
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	33	29	88	6	5	83	39	34	87
	No	64	58	91	0	---	---	64	58	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	96	87	91	6	5	83	102	92	90
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	1	---	---	0	---	---	1	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	92	83	90	5	4	80	97	87	90
	No Information Provided	5	4	80	1	---	---	6	5	83
Identified as Emergent Bilingual/English Learner		22	19	86	6	5	83	28	24	86
Monitored 1st Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		74	67	91	0	---	---	74	67	91
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	20	18	90	6	5	83	26	23	88
	Nonparticipants	76	69	91	0	---	---	76	69	91
	No Information Provided	1	---	---	0	---	---	1	---	---
ESL	*Participants*	1	---	---	0	---	---	1	---	---
	Nonparticipants	95	86	91	6	5	83	101	91	90
	No Information Provided	1	---	---	0	---	---	1	---	---
Special Education	*Yes*	12	5	42	1	---	---	13	5	38
	No	81	78	96	4	---	---	85	82	96
	No Information Provided	4	---	---	1	---	---	5	5	100
Section 504	*Yes*	11	9	82	0	---	---	11	9	82
	No	82	75	91	5	4	80	87	79	91
	No Information Provided	4	---	---	1	---	---	5	4	80
Gifted/Talented	*Participants*	13	13	100	0	---	---	13	13	100
	Nonparticipants	80	71	89	5	4	80	85	75	88
	No Information Provided	4	---	---	1	---	---	5	4	80
At-Risk	*Yes*	41	33	80	6	5	83	47	38	81
	No	52	50	96	0	---	---	52	50	96
	No Information Provided	4	---	---	0	---	---	4	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		81	73	90	6	4	67	87	77	89
Male		36	34	94	4	---	---	40	37	93
Female		45	39	87	2	---	---	47	40	85
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		23	20	87	6	4	67	29	24	83
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		7	6	86	0	---	---	7	6	86
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	38	90	0	---	---	42	38	90
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	19	16	84	6	4	67	25	20	80
	No	62	57	92	0	---	---	62	57	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	81	73	90	6	4	67	87	77	89
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	81	73	90	5	4	80	86	77	90
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		13	12	92	5	4	80	18	16	89
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		67	60	90	1	---	---	68	60	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	9	8	89	5	4	80	14	12	86
	Nonparticipants	72	65	90	1	---	---	73	65	89
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	5	5	100	0	---	---	5	5	100
	Nonparticipants	76	68	89	6	4	67	82	72	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	8	5	63	0	---	---	8	5	63
	No	73	68	93	5	4	80	78	72	92
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	9	7	78	0	---	---	9	7	78
	No	72	66	92	5	4	80	77	70	91
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	66	58	88	5	4	80	71	62	87
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	26	21	81	5	4	80	31	25	81
	No	55	52	95	0	---	---	55	52	95
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		85	79	93	2	---	---	87	80	92
Male		40	39	98	0	---	---	40	39	98
Female		45	40	89	2	---	---	47	41	87
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		27	25	93	2	---	---	29	26	90
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		7	7	100	0	---	---	7	7	100
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	38	90	0	---	---	42	38	90
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	23	21	91	2	---	---	25	22	88
	No	62	58	94	0	---	---	62	58	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	85	79	93	2	---	---	87	80	92
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	85	79	93	1	---	---	86	80	93
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		17	16	94	1	---	---	18	17	94
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		67	62	93	1	---	---	68	62	91
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	13	12	92	1	---	---	14	13	93
	Nonparticipants	72	67	93	1	---	---	73	67	92
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	5	5	100	0	---	---	5	5	100
	Nonparticipants	80	74	93	2	---	---	82	75	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	8	6	75	0	---	---	8	6	75
	No	77	73	95	1	---	---	78	74	95
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	9	8	89	0	---	---	9	8	89
	No	76	71	93	1	---	---	77	72	94
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	70	64	91	1	---	---	71	65	92
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	30	26	87	1	---	---	31	27	87
	No	55	53	96	0	---	---	55	53	96
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Science

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		85	65	76	2	---	---	87	66	76
Male		40	30	75	0	---	---	40	30	75
Female		45	35	78	2	---	---	47	36	77
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		27	18	67	2	---	---	29	19	66
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		7	6	86	0	---	---	7	6	86
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	32	76	0	---	---	42	32	76
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	23	14	61	2	---	---	25	15	60
	No	62	51	82	0	---	---	62	51	82
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	85	65	76	2	---	---	87	66	76
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	85	65	76	1	---	---	86	66	77
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		17	9	53	1	---	---	18	10	56
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		67	55	82	1	---	---	68	55	81
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	13	6	46	1	---	---	14	7	50
	Nonparticipants	72	59	82	1	---	---	73	59	81
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	5	4	80	0	---	---	5	4	80
	Nonparticipants	80	61	76	2	---	---	82	62	76
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	8	3	38	0	---	---	8	3	38
	No	77	62	81	1	---	---	78	63	81
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	9	8	89	0	---	---	9	8	89
	No	76	57	75	1	---	---	77	58	75
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	70	50	71	1	---	---	71	51	72
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	30	16	53	1	---	---	31	17	55
	No	55	49	89	0	---	---	55	49	89
	No Information Provided	0	---	---	1	---	---	1	---	---