

Denton Independent School District

Denton High School

2023-2024 Improvement Plan



DENTON
HIGH SCHOOL

Mission Statement

Denton High School, in partnership with the home and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically contribute to the betterment of our world.

Vision

By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

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

Continued focus on Algebra I performance (not just sub-populations) needs to be a continued focus of administration and PLC's. Work performed in the late-Spring/Summer is encouraging - as are new-hires added to the teams.

Likewise, teacher development and retention is a critical goal of the CLT. Monitoring/revision of the mentorship needs to continue and a task force should be formed to develop campus-based PD for the year.

Demographics

Demographics Summary

Denton High School, per the 2022 TAPR report, has a diverse student body. 39.7% of the students identify as White, 41.6% as Hispanic, 12.4% as African American, and the remaining is a mix of Asian, Native American, and students of Two or More Races. A significant portion, 54.9%, are economically disadvantaged, suggesting the school serves many students from low-income families. Furthermore, 18.5% of the students are English language learners, reflecting a multilingual community, and 14.2% receive special education services. The mobility rate stands at 13.8%.

Ethnicity/Race Distribution: The Hispanic population of DHS has continued to grow over the last ten years. This growth rate has actually slowed slightly from 2021/22 to 2022/23. The percentage of student identifying as Two of More Races has also continued to grow over the last 5 years.

Economic Status: The percentage of DHS students identified as Economically Disadvantaged dropped slightly during the pandemic years of 2021/22 but has increased again this year. The campus percentage (54.9%) is higher than the district average of 49.3%.

English Language Learners (ELL): The rate of ELL students continues to rise each year. DHS has historically been equal to or slightly less than the district average. This year we are 18.5% EL compared to 16.7% for the district.

Special Education: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State. 14.2% compared to a State average of 11.7%.

Mobility Rate: Of the 13.8% of the total student population that is listed as "Mobile", 41.1% are white, 31.7 % are Hispanic, and 21.7% are Black. 72.6% of "Mobile" students are also Economically Disadvantaged and a full quarter of them are Special Education students.

Demographics Strengths

The IB Programme continues to attract an incredibly diverse population of students (and abilities) to DHS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State along with a high student mobility rate.

Root Cause: Currently, DHS has the State-Supported Learning Center, the County Juvenile Detention Center, Cumberland Presbyterian Children's Home (part of State FPS/CPS) in it's attendance zone; as well as being the Regional School for Deaf Education.

Student Learning

Student Learning Summary

Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement). Our White student sub-population has a state-set benchmark of 59% for passing. Our students scored 52%, 53%, and 32% over the last three years leading this sub-population to be targeted for support and improvement. Likewise, our SPED population has a benchmark of 23% and our students scored 10%, 12%, and 8% respectively over the last three years.

English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement. Specifically, our EL population and SPED population fell below state defined targets. The benchmark for EL's as set by the state is 29% - our students scored 20%, 20%, 27% respectively over the last three years. While this indicates growth, the benchmark was not met and the sub-population was targeted for support. The SPED benchmark is set at 19% and our students scored 6%, 9%, and 17% over the last three years. This shows a tremendous increase for this population (and A LOT of focused work by content and inclusion teachers), yet falls just short of the benchmark.

CCMR numbers continue to increase but changing definitions and CTE course offering limit full potential for some students.

AP enrollment continues to increase but we have noticed a slight drop in students registering to take exams AND a drop in the number of students passing exams in certain subjects.

Dual credit interest and enrollment continues to increase as parents and students see this as an attractive option for college-bound students (especially those staying "in-state").

IB interest continues to increase although the total number of full-diploma DP graduates decreases slightly. An increasing number of higher-ranked seniors chose to take a selection of IB courses (mixed with DC or AP) instead of pursuing the more rigorous IB Diploma. This continues a "COVID-effect" trend noted by other IB schools.

Student Learning Strengths

New members of the English and Math departments are making an incredible early impact on English I and Algebra I planning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement. **Root Cause:** EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Problem Statement 2 (Prioritized): Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement). **Root Cause:** Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues.

Problem Statement 3: Various gaps in student learning have been identified in several core curriculum areas. Some student groups display a 2.5 to 3 year gap in progress measures. **Root Cause:** Disrupted learning, students learning "virtually", student mobility during the 2021-2022 school year.

Problem Statement 4: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. **Root Cause:** Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction continues to be a hallmark of Denton High School. We have the reputation as the "funky, artsy, academic" school and it is well-earned. The effect of IB combined with a strong, experienced honors faculty makes our Advanced Academics comparable to any in the state. Our PLC structures in Algebra I, English I, and English II have produced fantastic results in the last year. Well-credentialed new hires in these areas have added to the success (especially in Mathematics).

Professional Development has been a constant "talking-point" on staff surveys. Teachers would like targeted, content-specific or methodology in-service delivered on-campus. Also, a need has been identified for more "IB-specific" training as new faculty members are added. This is very timely given that we have an IB Audit coming up next year (which is a two-year process!).

Denton High School had a record number of new-faculty hires in the Summer/Spring of 2023 (37 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. This reinforces our continuing Performance Objective of developing a campus-based Mentorship program for DHS. The main goal of this program is retention of new/first-year faculty.

Communication continues to be a focus of administration. We have streamlined media "channels" and standardized the frequency of newsletters sent to stakeholders.

Our master schedule function was more effective this year. Class sizes were regulated within acceptable levels and teachers were able to know their intended teaching load prior to leaving for the summer. Very little changes to the master schedule were needed over the summer.

School Processes & Programs Strengths

Curriculum and Instruction

PLC structures

Dynamic Admin team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Denton High School had a record number of new-faculty hires in the Summer/Spring of 2023 (37 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. **Root Cause:** Various socio-economic factors have led to this issue across the state and nation. A campus-based mentor program to address retention of first-year/beginning teachers will be an Objective carried over from the previous CIP.

Perceptions

Perceptions Summary

Various stakeholders report frustration with infrastructure surrounding the new campus (roads, sidewalks, traffic-flow signage, etc.)

Root Cause

Most issues are based in municipal responses to growth in the immediate area.

Perceptions Strengths

Parents understand that the district has worked diligently to communicate traffic and parking expectations.

Parents note a positive improvement in quality and quantity of communications.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Various stakeholders report frustration with infrastructure surrounding the new campus (roads, sidewalks, traffic-flow signage, etc.) **Root Cause:** Most issues are based in municipal responses to growth in the immediate area.

Priority Problem Statements

Problem Statement 1: Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement).

Root Cause 1: Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement.

Root Cause 2: EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2023 (37 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable.

Root Cause 3: Various socio-economic factors have led to this issue across the state and nation. A campus-based mentor program to address retention of first-year/beginning teachers will be an Objective carried over from the previous CIP.

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 CCMR goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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

Performance Objective 1: Populations targeted for support and improvement (Alg. I and Eng. I) will increase EOC performance to meet grade level as defined by TEA Academic Achievement targets.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: TEA Accountability Reports





TEA EOC reports

TAPR reports

DISD Common Assessments

Campus-developed assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Targeted Remediation program for December Re-testers in Algebra I (program developed in Fall 2022)</p> <p>Strategy's Expected Result/Impact: Increase passing rate for targeted students (4% average increase in Scale Score of target group) so that 50% of the select population passes the EOC.</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair CLT Sub-Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Targeted Remediation program for December Re-testers in English I</p> <p>Strategy's Expected Result/Impact: Increase passing rate for targeted students (raise scale score by 10% or more to achieve "Approaches" passing level). Increase percentage of "Meets Grade Level" for the targeted populations (re-testers are included in Spring Accountability ratings)</p> <p>Staff Responsible for Monitoring: Administration ELA Department Chair CLT Sub-Committee Eng. I and Eng. II PLC groups</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Embed new EOC-specific strategies, answer stems, and graphics in on-level and Honors Algebra I instruction to model exam experience.</p> <p>Strategy's Expected Result/Impact: Specific practice with answer stems and graphics that students will experience with the exam will better prepare them for the EOC. Increase proficiency with calculator embedded in testing package. Increase proficiency with "grid-able" answer choices on assessment.</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair Alg. I PLC group</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide AlgI/Geom "trailer" course for remediation/acceleration of previous year Alg I failures</p> <p>Strategy's Expected Result/Impact: Recover Alg I credit for students. Accelerate Geom. instruction to have this group "on-level" by the beginning of their junior year.</p> <p>Staff Responsible for Monitoring: Nedrow LaShawn Brock Tra Thomas</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$54,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: English I EOC results are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). This also resulted in the campus being identified for targeted support and improvement. **Root Cause:** EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Problem Statement 2: Alg I EOC results (meets grade level) are lower than State Achievement Targets for several targeted populations (resulting in the campus being identified for targeted support and improvement). **Root Cause:** Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues.

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:





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

Performance Objective 2: DHS will develop and implement a campus-based professional development series to familiarize faculty with the IB Approaches to Learning.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Faculty survey
Administration walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement Professional development series to familiarize faculty with the IB Approaches to Learning (ATL)</p> <p>Strategy's Expected Result/Impact: An increase in ATL strategies as noted by admin walkthroughs</p> <p>Staff Responsible for Monitoring: Crystal Sullivan Matt Speight CLT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2023 (37 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. **Root Cause:** Various socio-economic factors have led to this issue across the state and nation. A campus-based mentor program to address retention of first-year/beginning teachers will be an Objective carried over from the previous CIP.

Guiding Outcome 2: Growth & Management -

In pursuit of excellence, we will:

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

Performance Objective 1: Denton High School will develop, staff, and monitor a campus-based new teacher mentorship program.





High Priority

Evaluation Data Sources: Staff surveys

Human Resources data

TAPR report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to monitor and adjust curriculum/content for the Mentorship program (based on team input). Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey) Staff Responsible for Monitoring: Donna Russell Matt Speight Mark Goggins CLT</p> <p>Title I: 2.5 - 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, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Recruit NEW veteran teachers in the Spring for the 2024 class of new hires.</p> <p>Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)</p> <p>Staff Responsible for Monitoring: Donna Russell Matt Speight Mark Goggins CLT</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop and implement a Mentorship Program Improvement survey. Review information from form (both mentors and mentees) to improve the program for 2024.</p> <p>Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)</p> <p>Staff Responsible for Monitoring: Donna Russell Matt Speight Mark Goggins CLT</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2023 (37 compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. **Root Cause:** Various socio-economic factors have led to this issue across the state and nation. A campus-based mentor program to address retention of first-year/beginning teachers will be an Objective carried over from the previous CIP.

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Implement Targeted Remediation program for December Re-testers in Algebra I (program developed in Fall 2022)
1	1	2	Implement Targeted Remediation program for December Re-testers in English I
1	1	3	Embed new EOC-specific strategies, answer stems, and graphics in on-level and Honors Algebra I instruction to model exam experience.
1	1	4	Provide AlgI/Geom "trailer" course for remediation/acceleration of previous year Alg I failures

State Compensatory

Budget for Denton High School

Total SCE Funds: \$54,000.00

Total FTEs Funded by SCE: 0.6

Brief Description of SCE Services and/or Programs

Salary for one math teacher to provide coverage for "trailer" Alg i/Geom class.

Personnel for Denton High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A'traviya Thomas	Math teacher	0.6

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$54,000.00
Sub-Total					\$54,000.00

Denton Independent School District

Calhoun Middle School

2023-2024 Improvement Plan



Mission Statement

At Calhoun Middle School, our mission is to cultivate a healthy school culture where we continuously collaborate and embrace necessary change to ensure student learning in an ever-evolving global community.

Vision

Learning for Living in a Global World

Core Beliefs

At Calhoun Middle School learning is required, we are a school community that empowers our students and staff to be: prompt, prepared, professional, and polite individuals, to ensure the academic and behavioral success of all of our students.

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Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of 26 diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	26
Guiding Outcome 3: Growth & Management - In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	28
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Calhoun Middle School opened its doors in 1924 when it served as the original Denton High School. It is named after A.O. Calhoun, the first principal at that Denton High campus and a man highly respected in the community. The school is on the same campus as the former John B. Denton College, the forerunner to Abilene Christian University, and has been either expanded or renovated eight times. Its most recent renovation occurred in 2009.

Calhoun is known as an International Baccalaureate World School, a highly acclaimed curriculum which encourages and influences students to approach education through a global scope and follows the IB structure indicated through the Middle Years Programme. The school is part of Denton ISD's commitment to IB education from kindergarten through graduation.

Students at Calhoun adhere to the motto "learning for living in a global world" and have the opportunity to take a variety of academic courses and take part in numerous activities. Calhoun students can enroll in gifted and talented courses, and foreign language classes.

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

Calhoun's main building was commissioned as an official Texas Historic Landmark in 2011. It is one of only three public middle schools in the six-county Dallas-Fort Worth area to offer the IB Middle Years Programme.

We currently have 732 students for the 2023-2024 school year. Please see table below for approximate breakdown of student body and special program participation.

Ethnic Distribution:								
African American	95	13.8%	20.3%	12.8%	96	13.8%	20.3%	12.8%
Hispanic	304	44.1%	33.9%	52.8%	306	44.0%	33.8%	52.7%
White	251	36.4%	38.2%	26.3%	253	36.4%	38.3%	26.3%
American Indian	4	0.6%	0.4%	0.3%	4	0.6%	0.4%	0.3%
Asian	13	1.9%	3.4%	4.8%	13	1.9%	3.4%	4.8%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	22	3.2%	3.7%	2.9%	22	3.2%	3.7%	2.9%
Sex:								
Female	340	49.3%	49.0%	48.9%	341	49.1%	48.9%	48.8%
Male	350	50.7%	51.0%	51.1%	354	50.9%	51.1%	51.2%
Economically Disadvantaged	468	67.8%	49.3%	60.7%	473	68.1%	49.2%	60.6%
Non-Educationally Disadvantaged	222	32.2%	50.7%	39.3%	222	31.9%	50.8%	39.4%
Section 504 Students	85	12.3%	10.8%	7.4%	86	12.4%	10.8%	7.4%
EB Students/EL	206	29.9%	16.7%	21.7%	206	29.6%	16.7%	21.7%
Students w/ Disciplinary Placements (2020-21)	8	1.1%	0.6%	0.6%				

The last mobility rate published for Calhoun Middle School was 15.5%, which is higher than the district (13.9%) and the state rate (13.6%). 5.8% of our mobility is within our Hispanic student population. Our Attendance rate has dropped slightly in the last two years with a daily average rate of 94.93%.

Calhoun Middle School staff are highly qualified professionals that continually seek out professional development opportunities to perfect their craft. Hiring at Calhoun is very strategic, we seek out professionals that will assist in providing strong academic foundations for our students.

Currently, our mascot is the Cougars, we will be transitioning to the Colts next school year. Our school colors are orange and black, next school year we will be purple and silver.

Our Mission at Calhoun Middle School, is to cultivate a healthy school culture where we continuously collaborate and embrace necessary change to ensure student learning in an ever evolving global community.

Demographics Strengths

- * IB curriculum allows students to have a global perspective of learning.
- * Individual academic plans are created for our at-risk students and appropriate supports are put in place.

- * 94% plus attendance

- * Multiple programs and resources available on campus for support of our economically disadvantaged students

- *Guiding Coalition implementation

Problem Statements Identifying Demographics Needs

Problem Statement 1: At CMS we are seeing a steady increase in our student mobility rate as compared to the district average. We have a high percentage of students that are identified as economically disadvantaged and participating in special academic programs.

Student Learning

Student Learning Summary

Student Achievement is measured using various sources of data. This data allows us to see trends within grade levels and in different student groups. Data points to be reviewed can include, STAAR, MAP scores, common assessments, IPRs, and student report card grades. Below you will see a comparison of student STAAR data specifically in the areas of ELAR and math over 2019-2023 school years.

Student Learning Strengths

CMS is committed to increasing state assessment scores within this school year.

Focus Areas: ELAR and Math

Year	6th Reading Approaches	6th Reading Meets	6th Reading Masters	6th Math Approaches	6th Math Meets	6th Math Masters
% Change	+9%	+9%	+5%	-1%	-2%	NC
2023	70	42	21	63	23	8
2022	61	33	16	64	25	8
2021	53	24	11	58	27	9
2019	58	28	15	78	42	13

Year	7th Reading Approaches	7th Reading Meets	7th Reading Masters	7th Math Approaches	7th Math Meets	7th Math Masters
% Change	-3%	-1%	-3%	+3%	+9%	+6%
2023	73	46	23	63	39	14

Year	7th Reading Approaches	7th Reading Meets	7th Reading Masters	7th Math Approaches	7th Math Meets	7th Math Masters
2022	76	47	26	60	30	8
2021	61	35	21	59	32	12
2019	76	54	34	73	41	17

Year	8th Reading Approaches	8th Reading Meets	8th Reading Masters	8th Math Approaches	8th Math Meets	8th Math Masters
% Change	+4%	+6%	-6%	+10%	+6%	NC
2023	80	51	21	59	18	3
2022	76	45	27	49	12	3
2021	74	43	15	51	19	3
2019	86	52	31	84	49	13

School Processes & Programs

School Processes & Programs Summary

Priorities:

- CMS continue to hire high quality staff for our campus.
-
- Teamwork and collaboration are immediate when working in department or grade level professional learning communities (PLC's). This work will be solidified with the support of our guiding coalition.
-
- Campus veteran teachers work diligently to mentor our new hires and help them to assimilate to our Calhoun culture, mentors will be assigned to all teachers new to CMS.
-
- Communicating with our teachers and staff is vital to determine how to best support them inside and outside of the classroom. Student academic progress goes hand in hand with our support of our teachers.
-
- CMS will continue to improve our parent and community communication to inform effectively all stakeholders through our bi-weekly newsletter, Calhoun Facebook page, Instagram account, and principal video messages.

School Processes & Programs Strengths

- Development of Master Schedule that allows core subject teachers to have the same conference time during the school day for collaboration and MYP unit development.
- Creation of and advisory class to address HB4545 intervention requirements as well as social skills and social emotional supports.
- Common assessment data is analyzed and reviewed during PLC's to guide instruction and assessment creation.
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS, IB assessment criteria, and ATLs
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- 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 Lucy Calkins, Reading and Writing Workshop in our ELAR classrooms
- Continued PD and implementation of AFL and ATL strategies
- 1:1 student Chromebook campus
- Strong support of technology staff

- Opportunities for staff lead professional development
- Guiding Coalition implementation of 4 P's model
- Willingness of staff to integrate technology within lessons
- Staff takes ownership in campus supervision, as we are a large spread-out campus
- Increase use of Carnegie Learning and IXL etc. for instruction acceleration
- CMS works closely with Communities in Schools and our After school Center of Education or ACE to help support our at-risk students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for PLC PD opportunities, CMS will be working with our IB coordinator , our guiding coalition, and our on campus PLC team and the C& I department to provide training for our staff

Perceptions

Perceptions Summary

- CMS believes all students should feel safe and accepted at school; to ensure this we take out the stigma associated with reporting problems. CMS provides the use of STOP IT; an online anonymous reporting tools available for students and parents.
- CMS promotes the IB learner
- CMS continues to make positive interactions with students our top priority.
- CMS continues to request parent feedback promoting an open door policy with administration
- CMS will promote student feedback via the implementation of a student principal's council and IB student ambassadors group

Perceptions Strengths

Priorities:

- Staff send weekly communication to parents via email
- Staff update weekly agenda sharing MYP lessons with parents

Strengths:

- Strong Administrator and teacher communication
- Teachers take pride in their IB MYP units and learner profile implementation
- Teachers' development of strong supportive relationships with students and parents
- All teachers and staff are committed to positive student achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CMS would like to continue to increase student pride in our school and student self advocacy **Root Cause:** Community perception that CMS is a bad school because of its location and long history.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement 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
- Community Based Accountability System (CBAS)

Student Data: Assessments

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -





In pursuit of excellence, we will:

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

Performance Objective 1: 100% of eligible HB 1416 students will be served by May 2024. Student participation in intervention classes, advisory ,and Saturday school accelerated learning opportunities will be measure via attendance data.

Evaluation Data Sources: STAAR results 2020,2021,2022, 2023MAP data BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of a daily advisory period where each teacher will mentor and advocate for 10-15 students. Students needing HB1416 were strategically placed with core content teachers to provide accelerated learning opportunities weekly. Attendance will be tracked to monitor student participation.</p> <p>Strategy's Expected Result/Impact: Student growth in reading, and math for all students based on Observation Reports, comparisons of 2021 and 2022 STAAR, MAP BOY/MOY/EOY results, and report card grades.</p> <p>Staff Responsible for Monitoring: CMS Teachers, Administrators and Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of Saturday School, specifically focusing on English, math and science concepts. Students will be invited to attended to solidify skills in which they may need additional support.</p> <p>Strategy's Expected Result/Impact: Students will be more confident when assessing in the area of English, math and science.</p> <p>Staff Responsible for Monitoring: CMS administrators and CMS teachers</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$10,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilization of After School Centers of Education or (ACE program) enrollment for after school math tutoring /support for students</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate and create individualized academic plans for students</p> <p>Staff Responsible for Monitoring: Math certified teachers, on campus ACE supervisor and CMS administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning -





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Performance Objective 2: Working along side the campus guiding coalition, we will develop and implement the 4 P guiding framework for our school. Impressing on the students the importance of being a prompt, prepared, professional and polite students, in order to have social and academic success.

Evaluation Data Sources: Teacher feedback, student surveys, academic, attendance and disciplinary data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn? (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn? (Intervention) 4. How will we respond if they already know it? (Enrichment) <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - At-Risk (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: On going professional development opportunities provided for the guiding coalition to meet and solidify our campus's transformation to a true PLC campus. Members will be provided with time to meet during the school day to strategize and implement their work.</p> <p>Strategy's Expected Result/Impact: Increase staff commitment to the PLC work on campus, shifting our campus focus from teaching, to student learning to promote higher achievement in the classroom.</p> <p>Staff Responsible for Monitoring: CMS Admin CMS Teachers CMS Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: Calhoun will increase all students' academic RIT growth a minimum of one point in reading and writing as measured by NWEA MAP, and increase the percentage of students in the meets category for STAAR by 5%.

Evaluation Data Sources: NWEA MAP (BOY / MOY) and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During our Professional Learning Communities meetings we will collaborate with our teachers, administrators, and IB Coordinator to analyze data, plan instructional units, integrate best technology practices, and ATL skills into our lessons across all grade levels.</p> <p>Strategy's Expected Result/Impact: Rigorous MYP plan development</p> <p>Staff Responsible for Monitoring: English teachers, Administrators and IB Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted formal and informal assessments and reflections will be administered pre-mid-post Units of Study to drive teacher instruction and target intervention.</p> <p>Strategy's Expected Result/Impact: Student growth will be documented for appropriate interventions</p> <p>Staff Responsible for Monitoring: English teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Cross-curricular support strategies will continue through out core content classes with a reading and writing focus in order to increase literacy rates and assessment results. This will be reinforced through vertically aligned professional development opportunities and regular Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to writing and reading expectations across contents.</p> <p>Staff Responsible for Monitoring: Core content teachers and CMS administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Targeted small group and one-to-one conferences will be provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback and instruction.</p> <p>Strategy's Expected Result/Impact: Provide for student feedback for academic improvement</p> <p>Staff Responsible for Monitoring: English teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes needed to provide opportunities for true individual conferencing - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Lucy Calkin's Readers & Writers Workshop ~HomeGrown Institute ~Teacher's College Wksp ~Summer Seminar ~IXL ~PearDeck ~TIA ~District lead PD ~Calhoun Lead PD ~North Texas Teen Book Fair ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers IB Coordinator C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - At-Risk (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May
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Guiding Outcome 1: Teaching & Learning -

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

Performance Objective 4: Calhoun will increase all students' academic RIT growth a minimum of one point in math as measured by NWEA MAP, and increase the percentage of students in the meets category for STAAR by 5%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Summer Seminar ~TIA ~District lead PD ~Calhoun Lead PD ~Mathia Training ~IXL Webinar ~Peardeck ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers IB Coordinator C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted small group and one-to-one conferences will be provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback and instruction and through math intervention.</p> <p>Strategy's Expected Result/Impact: Provide for student feedback for academic improvement</p> <p>Staff Responsible for Monitoring: Math Teachers Math Intervention Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
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Guiding Outcome 1: Teaching & Learning -





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Performance Objective 5: As a professional learning community, we will work through our PLT to commonly plan formative assessments, lessons, and analyze data to improve professional performance and student learning.

Evaluation Data Sources: Teacher Surveys, MAP Results, STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize our newly formed guiding coalition to further our campus wide implementation of the PLC model. Strategy's Expected Result/Impact: We believe it will be impactful for this process to be lead by a teacher leader team . Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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: - At-Risk (SCE) - \$3,000</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilizing campus AK funds, we will send members of our Guiding Coalition to the Solution Tree PLC conference in November to help prepare them to deliver campus PD and support our PLC model implementation.</p> <p>Funding Sources: - At-Risk (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: With the utilization of AK funds to provide subs, the Guiding Coalition will meet once a month for a half day to plan campus PD focused on PLC best practices.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - At-Risk (SCE) - \$3,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Guiding Coalition will deliver 45 minute campus PD once a month with a focus on PLC best practices and analyzing data.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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

Performance Objective 1: Create a culture that will foster social and emotional well-being for staff and students. Calhoun will be an environment where learning can take place and where staff and students are valued, appreciated, recognized, and feel safe. Progress will be measured utilizing staff and student satisfaction surveys to provide feedback for improvements.

Evaluation Data Sources: Campus Climate and Culture Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communities in Schools will case manage at-risk students and provide on-going services in the six components of the CIS Model:</p> <ol style="list-style-type: none"> 1. Supportive guidance and counseling 2. Health and human services 3. Parent and family engagement 4. College and career readiness 5. Enrichment activities 6. Academic support <p>Strategy's Expected Result/Impact: Student's needs are being meet academically, emotionally, and physically.</p> <p>Staff Responsible for Monitoring: Campus Coordinator for Communities in Schools CMS administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - At-Risk (SCE) - \$12,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The ACE (After school Center of Education) program will support our at-risk students after school by providing:</p> <ul style="list-style-type: none"> *Homework completion assistance *Math Intervention, stratifying HB1416 *Academic and social emotional learning enrichment *Enrichment Clubs *College and Career Readiness Exploration and *Parent and Family Engagement <p>Strategy's Expected Result/Impact: Increased academic success of those students participating in the ACE program</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Calhoun will empower students, through IB ATL skills, to self-analyze their actions throughout the learning process in order to build confidence in their learning and personal growth.</p> <p>Strategy's Expected Result/Impact: Students will learn how to advocate for themselves</p> <p>Staff Responsible for Monitoring: Teachers IB Coordinator CMS administration</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Calhoun will celebrate and recognize students and staff who exhibit the IB Learner Profile attributes through staff nominations and the community builder project.</p> <p>Strategy's Expected Result/Impact: Help to boost staff moral and create student understanding of the IB Learner Profiles.</p> <p>Staff Responsible for Monitoring: Teachers IB Coordinator CMS administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Outcome 3: Growth & Management -

In pursuit of excellence, we will:

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

Performance Objective 1: Calhoun will offer students a vast range of opportunities to develop the behavioral skills they need right now as they develop and move upward. Student success will be measured through student participation in extracurricular activities and decrease in behavioral referrals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote club/extracurricular activity participation and special community engagement events through recruitment, and highlights. Provide opportunities for our students to participate in clubs and organizations which they have advocated for based on student body interest.</p> <p>Strategy's Expected Result/Impact: Promote all stakeholders campus pride</p> <p>Staff Responsible for Monitoring: Teachers IB Coordinator CMS Administration, CIS Coordinator ACE coordinator PTA Librarian</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Providing physical, social, and emotional supports including, but not limited to:</p> <ul style="list-style-type: none"> *Counselor Resource Room *Counselor lunch groups *Creation and monitoring of the CMS Facebook page for optimal community engagement *Creation of Student Principal's Council *Creation of IB Ambassadors group *Supports through Advisory groups <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers / Staff CIS</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture 	Formative		
	Dec	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Calhoun Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Calhoun Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Madison Milton	Intervention	1

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$5,000.00
1	3	5			\$5,000.00
1	5	1			\$3,000.00
1	5	2			\$5,000.00
1	5	3			\$3,000.00
2	1	1			\$12,000.00
Sub-Total					\$33,000.00
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$10,000.00
1	3	4	Substitutes needed to provide opportunities for true individual conferencing		\$5,000.00
Sub-Total					\$15,000.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: CALHOUN MIDDLE

Campus Number: 061901045

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CALHOUN MIDDLE (061901045) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	71%	63%	33%	50%	79%	*	100%	-	-	37%	60%	63%	65%	52%	42%
	2021	62%	68%	53%	48%	45%	63%	*	86%	-	*	21%	40%	53%	53%	45%	40%
At Meets Grade Level or Above	2022	43%	42%	35%	14%	26%	48%	*	50%	-	-	20%	40%	37%	31%	28%	23%
	2021	32%	36%	24%	22%	14%	35%	*	57%	-	*	9%	20%	24%	26%	18%	14%
At Masters Grade Level	2022	23%	22%	17%	10%	9%	27%	*	17%	-	-	11%	20%	19%	12%	11%	14%
	2021	15%	16%	11%	9%	3%	23%	*	14%	-	*	6%	0%	9%	18%	5%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	66%	48%	55%	78%	*	83%	-	-	46%	60%	64%	69%	54%	51%
	2021	68%	70%	58%	50%	53%	66%	*	71%	-	*	12%	40%	60%	53%	54%	56%
At Meets Grade Level or Above	2022	39%	32%	27%	5%	13%	42%	*	83%	-	-	11%	20%	28%	24%	19%	19%
	2021	36%	34%	27%	18%	17%	43%	*	43%	-	*	9%	40%	27%	28%	19%	21%
At Masters Grade Level	2022	16%	13%	8%	0%	5%	11%	*	33%	-	-	3%	0%	8%	8%	6%	9%
	2021	15%	12%	9%	5%	4%	14%	*	29%	-	*	9%	0%	7%	17%	6%	2%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	82%	78%	70%	71%	92%	*	80%	-	-	43%	100%	81%	67%	72%	69%
	2021	69%	73%	61%	58%	51%	76%	-	*	-	60%	22%	80%	65%	49%	54%	40%
At Meets Grade Level or Above	2022	56%	58%	49%	36%	39%	69%	*	60%	-	-	17%	40%	52%	38%	40%	31%
	2021	45%	49%	35%	18%	28%	52%	-	*	-	40%	15%	20%	40%	19%	28%	21%
At Masters Grade Level	2022	37%	39%	27%	18%	18%	41%	*	60%	-	-	9%	20%	29%	19%	16%	13%
	2021	25%	27%	21%	9%	17%	32%	-	*	-	20%	7%	0%	26%	6%	18%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	62%	61%	45%	57%	73%	*	60%	-	-	14%	80%	64%	48%	51%	56%
	2021	55%	64%	59%	47%	59%	65%	-	*	-	60%	23%	80%	65%	43%	52%	50%
At Meets Grade Level or Above	2022	31%	33%	32%	18%	21%	53%	*	40%	-	-	9%	20%	35%	21%	21%	23%
	2021	27%	33%	32%	22%	28%	42%	-	*	-	60%	15%	60%	37%	19%	28%	21%
At Masters Grade Level	2022	13%	12%	10%	3%	6%	19%	*	0%	-	-	9%	0%	10%	7%	5%	3%
	2021	12%	13%	12%	6%	9%	20%	-	*	-	20%	8%	0%	16%	2%	10%	9%
Grade 8 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CALHOUN MIDDLE (061901045) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	83%	77%	74%	70%	85%	-	*	*	-	34%	*	78%	74%	73%	60%
	2021	73%	76%	74%	83%	68%	79%	*	*	-	*	21%	100%	75%	70%	70%	68%
At Meets Grade Level or Above	2022	58%	58%	45%	36%	35%	60%	-	*	*	-	24%	*	51%	32%	38%	28%
	2021	46%	48%	43%	33%	37%	55%	*	*	-	*	4%	33%	43%	43%	38%	33%
At Masters Grade Level	2022	37%	37%	27%	18%	16%	44%	-	*	*	-	7%	*	33%	12%	21%	10%
	2021	21%	22%	15%	11%	10%	23%	*	*	-	*	4%	0%	14%	20%	11%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	59%	51%	49%	44%	61%	-	*	*	-	34%	*	55%	44%	44%	36%
	2021	62%	56%	51%	25%	51%	58%	*	*	-	*	7%	33%	49%	59%	49%	56%
At Meets Grade Level or Above	2022	40%	28%	15%	9%	9%	25%	-	*	*	-	17%	*	18%	10%	12%	11%
	2021	36%	30%	19%	13%	20%	19%	*	*	-	*	0%	17%	19%	20%	18%	19%
At Masters Grade Level	2022	14%	9%	3%	0%	3%	7%	-	*	*	-	3%	*	5%	0%	2%	4%
	2021	11%	9%	3%	0%	1%	5%	*	*	-	*	0%	0%	2%	7%	3%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	72%	66%	58%	57%	78%	-	*	*	-	34%	*	69%	58%	59%	46%
	2021	68%	68%	59%	39%	56%	72%	*	*	-	*	7%	67%	61%	56%	53%	57%
At Meets Grade Level or Above	2022	45%	43%	35%	29%	24%	50%	-	*	*	-	24%	*	41%	22%	28%	18%
	2021	43%	41%	25%	6%	22%	34%	*	*	-	*	4%	33%	26%	23%	21%	19%
At Masters Grade Level	2022	24%	21%	16%	8%	10%	27%	-	*	*	-	10%	*	20%	6%	12%	6%
	2021	24%	20%	7%	0%	6%	11%	*	*	-	*	0%	0%	8%	5%	5%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	61%	48%	45%	34%	64%	-	*	*	-	21%	*	50%	45%	41%	22%
	2021	57%	59%	41%	33%	33%	56%	*	*	-	*	4%	33%	42%	40%	36%	30%
At Meets Grade Level or Above	2022	31%	31%	26%	18%	12%	46%	-	*	*	-	21%	*	33%	11%	20%	10%
	2021	28%	27%	15%	6%	12%	20%	*	*	-	*	4%	33%	13%	21%	11%	11%
At Masters Grade Level	2022	18%	17%	10%	5%	4%	19%	-	*	*	-	3%	*	13%	3%	5%	4%
	2021	14%	12%	5%	0%	3%	8%	*	*	-	*	4%	17%	4%	7%	2%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	70%	96%	*	89%	100%	-	*	-	-	-	*	95%	100%	93%	91%
	2021	73%	73%	90%	*	93%	83%	*	*	-	-	-	-	93%	*	89%	91%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CALHOUN MIDDLE (061901045) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	38%	94%	*	84%	100%	-	*	-	-	-	*	93%	100%	89%	91%
	2021	41%	40%	50%	*	57%	58%	*	*	-	-	-	-	52%	*	50%	36%
At Masters Grade Level	2022	27%	22%	60%	*	37%	82%	-	*	-	-	-	*	61%	50%	54%	45%
	2021	23%	21%	30%	*	29%	42%	*	*	-	-	-	-	33%	*	28%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	73%	65%	55%	56%	78%	100%	89%	50%	-	33%	58%	67%	59%	57%	50%
	2021	67%	69%	58%	51%	52%	67%	67%	88%	-	58%	16%	57%	60%	52%	52%	49%
At Meets Grade Level or Above	2022	48%	46%	35%	23%	25%	51%	50%	66%	13%	-	18%	25%	39%	24%	28%	22%
	2021	41%	42%	28%	19%	22%	40%	27%	56%	-	27%	9%	29%	30%	24%	23%	20%
At Masters Grade Level	2022	23%	22%	16%	9%	10%	27%	40%	26%	0%	-	7%	11%	19%	9%	11%	9%
	2021	18%	18%	11%	6%	7%	17%	13%	26%	-	12%	5%	2%	11%	9%	8%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	73%	63%	65%	85%	100%	93%	*	-	38%	71%	74%	69%	66%	59%
	2021	68%	71%	63%	61%	55%	73%	83%	85%	-	73%	22%	75%	64%	57%	56%	48%
At Meets Grade Level or Above	2022	53%	54%	44%	31%	34%	58%	60%	67%	*	-	20%	36%	47%	33%	36%	28%
	2021	45%	46%	34%	23%	27%	47%	33%	62%	-	36%	9%	25%	35%	29%	28%	22%
At Masters Grade Level	2022	25%	25%	24%	16%	14%	36%	60%	40%	*	-	9%	14%	27%	14%	16%	12%
	2021	18%	19%	16%	9%	10%	26%	17%	23%	-	18%	6%	0%	16%	15%	11%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	68%	62%	49%	55%	74%	100%	80%	*	-	31%	57%	65%	55%	53%	51%
	2021	66%	67%	58%	44%	56%	64%	83%	85%	-	55%	14%	50%	60%	51%	53%	56%
At Meets Grade Level or Above	2022	42%	37%	31%	15%	20%	47%	40%	67%	*	-	12%	21%	34%	21%	22%	22%
	2021	37%	37%	28%	18%	23%	37%	33%	46%	-	27%	8%	38%	29%	22%	23%	21%
At Masters Grade Level	2022	20%	17%	11%	4%	7%	19%	20%	13%	*	-	5%	7%	13%	6%	7%	7%
	2021	18%	16%	9%	4%	6%	15%	17%	31%	-	9%	6%	0%	10%	8%	8%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	73%	66%	58%	57%	78%	-	*	*	-	34%	*	69%	58%	59%	46%
	2021	71%	71%	59%	39%	56%	72%	*	*	-	*	7%	67%	61%	56%	53%	57%
At Meets Grade Level or Above	2022	47%	44%	35%	29%	24%	50%	-	*	*	-	24%	*	41%	22%	28%	18%
	2021	44%	43%	25%	6%	22%	34%	*	*	-	*	4%	33%	26%	23%	21%	19%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CALHOUN MIDDLE (061901045) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	19%	16%	8%	10%	27%	-	*	*	-	10%	*	20%	6%	12%	6%
	2021	20%	17%	7%	0%	6%	11%	*	*	-	*	0%	0%	8%	5%	5%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	48%	45%	34%	64%	-	*	*	-	21%	*	50%	45%	41%	22%
	2021	73%	74%	41%	33%	33%	56%	*	*	-	*	4%	33%	42%	40%	36%	30%
At Meets Grade Level or Above	2022	50%	51%	26%	18%	12%	46%	-	*	*	-	21%	*	33%	11%	20%	10%
	2021	49%	49%	15%	6%	12%	20%	*	*	-	*	4%	33%	13%	21%	11%	11%
At Masters Grade Level	2022	30%	29%	10%	5%	4%	19%	-	*	*	-	3%	*	13%	3%	5%	4%
	2021	29%	28%	5%	0%	3%	8%	*	*	-	*	4%	17%	4%	7%	2%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	26%	20%	5%	11%	30%	*	50%	-	-	11%	20%	22%	12%	13%	16%
	2021	24%	25%	16%	5%	6%	31%	*	29%	-	*	9%	20%	14%	25%	10%	8%
Reading and Mathematics Including EOC	2022	31%	26%	20%	5%	11%	30%	*	50%	-	-	11%	20%	22%	12%	13%	16%
	2021	24%	25%	16%	5%	6%	31%	*	29%	-	*	9%	20%	14%	25%	10%	8%
Reading Including EOC	2022	43%	42%	35%	14%	26%	48%	*	50%	-	-	20%	40%	37%	31%	28%	23%
	2021	32%	36%	24%	22%	14%	35%	*	57%	-	*	9%	20%	24%	26%	18%	14%
Math Including EOC	2022	40%	32%	27%	5%	13%	42%	*	83%	-	-	11%	20%	28%	24%	19%	19%
	2021	36%	34%	27%	18%	17%	43%	*	43%	-	*	9%	40%	27%	28%	19%	21%
7th Graders																	
Reading and Mathematics	2022	32%	31%	28%	15%	19%	46%	*	40%	-	-	9%	0%	30%	21%	18%	17%
	2021	26%	29%	26%	16%	21%	36%	-	*	-	40%	15%	20%	29%	15%	22%	15%
Reading and Mathematics Including EOC	2022	33%	31%	28%	15%	19%	46%	*	40%	-	-	9%	0%	30%	21%	18%	17%
	2021	27%	30%	27%	16%	21%	39%	-	*	-	40%	15%	20%	30%	15%	23%	15%
Reading Including EOC	2022	56%	58%	49%	36%	38%	69%	*	60%	-	-	17%	40%	52%	38%	39%	31%
	2021	45%	49%	35%	18%	28%	52%	-	*	-	40%	15%	20%	40%	19%	28%	21%
Math Including EOC	2022	37%	33%	32%	18%	21%	53%	*	40%	-	-	9%	20%	35%	21%	21%	23%
	2021	32%	34%	33%	22%	28%	44%	-	*	-	60%	15%	60%	38%	19%	28%	21%
8th Graders																	
Reading and Mathematics	2022	27%	24%	13%	6%	9%	23%	-	*	*	-	17%	*	17%	7%	10%	11%
	2021	21%	22%	13%	6%	11%	18%	*	*	-	*	0%	0%	12%	17%	10%	6%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CALHOUN MIDDLE (061901045) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	36%	29%	15%	22%	44%	-	*	*	-	17%	*	36%	14%	23%	21%
	2021	33%	30%	17%	6%	16%	21%	*	*	-	*	0%	0%	17%	18%	14%	11%
Reading Including EOC	2022	58%	58%	45%	36%	35%	60%	-	*	*	-	24%	*	51%	31%	38%	28%
	2021	47%	48%	43%	33%	37%	55%	*	*	-	*	4%	33%	43%	43%	38%	33%
Math Including EOC	2022	48%	40%	32%	18%	24%	46%	-	*	*	-	17%	*	38%	17%	26%	24%
	2021	43%	37%	23%	11%	25%	23%	*	*	-	*	0%	17%	23%	20%	22%	22%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	21%	9%	14%	34%	40%	46%	*	-	12%	8%	24%	13%	14%	15%
	2021	26%	26%	18%	10%	12%	28%	40%	42%	-	18%	8%	13%	18%	19%	14%	10%
Reading and Mathematics Including EOC	2022	36%	33%	26%	13%	18%	39%	40%	53%	*	-	12%	14%	29%	15%	18%	18%
	2021	28%	27%	20%	10%	14%	30%	33%	38%	-	18%	8%	13%	20%	19%	15%	11%
Reading Including EOC	2022	53%	54%	43%	31%	34%	58%	60%	67%	*	-	20%	36%	47%	33%	36%	28%
	2021	41%	42%	34%	23%	27%	47%	33%	62%	-	36%	9%	25%	35%	29%	28%	22%
Math Including EOC	2022	43%	38%	31%	15%	20%	47%	40%	67%	*	-	12%	21%	34%	21%	22%	22%
	2021	37%	36%	28%	18%	23%	37%	33%	46%	-	27%	8%	38%	29%	22%	23%	21%

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

Texas Education Agency
2021-22 Progress (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	60	47	35	41	53	*	70	-	-	50	*	48	44	44	49
	2019	42	45	33	17	29	42	*	*	-	*	13	56	33	33	27	25
Grade 6 Mathematics	2022	61	52	54	50	49	60	*	60	-	-	64	40	53	57	55	45
	2019	54	47	41	24	41	45	*	*	-	*	23	44	39	48	34	38
Grade 7 ELA/Reading	2022	88	87	85	90	83	87	*	*	-	-	70	90	87	79	85	82
	2019	77	79	80	80	78	84	*	*	-	65	56	92	79	83	77	74
Grade 7 Mathematics	2022	60	57	62	54	56	74	*	*	-	-	47	70	64	50	58	57
	2019	62	66	66	56	63	72	*	*	-	80	41	54	65	67	62	57
Grade 8 ELA/Reading	2022	83	81	80	66	81	83	-	*	*	-	73	*	81	76	79	78
	2019	77	76	79	69	77	88	*	70	-	80	60	80	82	67	77	82
Grade 8 Mathematics	2022	74	66	55	46	54	59	-	-	*	-	46	*	51	65	51	54
	2019	82	82	81	74	81	85	*	*	-	80	61	81	81	79	81	83
End of Course Algebra I	2022	67	62	91	*	81	100	-	*	-	-	-	*	90	100	87	91
	2019	75	77	96	100	*	91	-	100	-	-	*	*	95	100	100	100
All Grades Both Subjects	2022	74	71	66	60	63	70	80	70	*	-	59	74	66	63	64	64
	2019	69	70	63	56	61	67	30	76	-	72	40	67	63	64	59	60
All Grades ELA/Reading	2022	78	77	72	68	71	73	90	71	*	-	64	88	73	66	71	73
	2019	68	69	64	57	62	69	40	71	-	63	41	77	65	62	60	61
All Grades Mathematics	2022	69	64	60	51	55	68	70	68	*	-	53	61	60	60	57	55
	2019	70	72	62	55	61	65	20	81	-	82	40	57	62	65	58	59

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	73%	65%	66%	-	-	-	-	66%	45%	38%	46%	-	-	72%	46%	98%
	2021	67%	69%	58%	83%	-	-	-	-	83%	45%	39%	45%	-	-	63%	45%	92%
At Meets Grade Level or Above	2022	48%	46%	35%	22%	-	-	-	-	22%	18%	15%	19%	-	-	42%	18%	68%
	2021	41%	42%	28%	58%	-	-	-	-	58%	15%	23%	14%	-	-	33%	16%	63%
At Masters Grade Level	2022	23%	22%	16%	9%	-	-	-	-	9%	5%	6%	5%	-	-	20%	5%	38%
	2021	18%	18%	11%	8%	-	-	-	-	8%	3%	5%	3%	-	-	14%	3%	29%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	73%	63%	-	-	-	-	63%	55%	46%	57%	-	-	80%	55%	100%
	2021	68%	71%	63%	83%	-	-	-	-	83%	44%	33%	46%	-	-	71%	45%	93%
At Meets Grade Level or Above	2022	53%	54%	44%	38%	-	-	-	-	38%	21%	14%	23%	-	-	51%	22%	89%
	2021	45%	46%	34%	67%	-	-	-	-	67%	16%	18%	16%	-	-	41%	18%	79%
At Masters Grade Level	2022	25%	25%	24%	13%	-	-	-	-	13%	7%	8%	6%	-	-	30%	7%	68%
	2021	18%	19%	16%	17%	-	-	-	-	17%	5%	3%	5%	-	-	21%	5%	29%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	68%	62%	69%	-	-	-	-	69%	45%	41%	46%	-	-	68%	46%	100%
	2021	66%	67%	58%	83%	-	-	-	-	83%	52%	48%	53%	-	-	60%	53%	93%
At Meets Grade Level or Above	2022	42%	37%	31%	6%	-	-	-	-	6%	18%	22%	18%	-	-	35%	18%	70%
	2021	37%	37%	28%	50%	-	-	-	-	50%	18%	27%	17%	-	-	31%	19%	50%
At Masters Grade Level	2022	20%	17%	11%	6%	-	-	-	-	6%	4%	5%	4%	-	-	13%	5%	30%
	2021	18%	16%	9%	0%	-	-	-	-	0%	3%	9%	2%	-	-	12%	3%	36%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	73%	66%	-	-	-	-	-	-	42%	14%	45%	-	-	74%	42%	100%
	2021	71%	71%	59%	-	-	-	-	-	-	51%	67%	49%	-	-	61%	51%	100%
At Meets Grade Level or Above	2022	47%	44%	35%	-	-	-	-	-	-	15%	0%	16%	-	-	43%	15%	57%
	2021	44%	43%	25%	-	-	-	-	-	-	11%	50%	6%	-	-	28%	11%	75%
At Masters Grade Level	2022	21%	19%	16%	-	-	-	-	-	-	5%	0%	5%	-	-	20%	5%	14%
	2021	20%	17%	7%	-	-	-	-	-	-	0%	0%	0%	-	-	8%	0%	38%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	48%	-	-	-	-	-	-	18%	0%	20%	-	-	59%	18%	86%
	2021	73%	74%	41%	-	-	-	-	-	-	24%	17%	24%	-	-	47%	24%	75%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	51%	26%	-	-	-	-	-	-	11%	0%	13%	-	-	33%	11%	14%
	2021	49%	49%	15%	-	-	-	-	-	-	5%	17%	4%	-	-	16%	5%	50%
At Masters Grade Level	2022	30%	29%	10%	-	-	-	-	-	-	5%	0%	5%	-	-	13%	5%	0%
	2021	29%	28%	5%	-	-	-	-	-	-	2%	0%	2%	-	-	5%	2%	13%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	71%	66%	40%	-	-	-	-	40%	63%	64%	63%	-	-	67%	62%	85%
	2019	69%	70%	63%	-	-	-	-	-	-	56%	59%	55%	-	*	-	56%	-
All Grades ELA/Reading	2022	78%	77%	72%	46%	-	-	-	-	46%	73%	76%	73%	-	-	71%	71%	92%
	2019	68%	69%	64%	-	-	-	-	-	-	57%	45%	57%	-	*	-	57%	-
All Grades Mathematics	2022	69%	64%	60%	34%	-	-	-	-	34%	54%	53%	54%	-	-	63%	53%	78%
	2019	70%	72%	62%	-	-	-	-	-	-	55%	71%	54%	-	*	-	55%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	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)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	84%	94%	94%	100%	76%	67%	-	88%	90%	97%	80%	91%	94%
Not Included in Accountability: Mobile	5%	5%	8%	15%	5%	6%	0%	24%	33%	-	12%	10%	3%	18%	8%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	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%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	92%	84%	94%	94%	100%	79%	*	-	89%	93%	97%	80%	91%	94%
Not Included in Accountability: Mobile	5%	5%	7%	15%	4%	6%	0%	21%	*	-	11%	7%	3%	18%	8%	4%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	1%	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%
Mathematics																
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	84%	95%	95%	100%	79%	*	-	89%	93%	97%	80%	91%	95%
Not Included in Accountability: Mobile	5%	5%	7%	15%	4%	5%	0%	21%	*	-	11%	7%	3%	18%	8%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	1%	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%
Science																
Assessment Participant	98%	99%	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	90%	84%	92%	93%	-	67%	*	-	85%	80%	95%	80%	89%	92%
Not Included in Accountability: Mobile	4%	5%	10%	16%	7%	7%	-	33%	*	-	15%	20%	5%	19%	10%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	*	-	0%	0%	0%	1%	1%	1%
Not Tested	2%	1%	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	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%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	90%	84%	92%	93%	-	67%	*	-	85%	80%	95%	80%	89%	92%
Not Included in Accountability: Mobile	4%	4%	10%	16%	7%	7%	-	33%	*	-	15%	20%	5%	19%	10%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	0%	*	-	0%	0%	0%	1%	1%	1%
Not Tested	2%	1%	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	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%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	92%	93%	95%	88%	83%	87%	-	95%	99%	90%	93%	89%	94%	97%
Included in Accountability	83%	89%	87%	89%	89%	83%	83%	87%	-	85%	92%	83%	91%	74%	89%	93%
Not Included in Accountability: Mobile	3%	4%	5%	4%	5%	5%	0%	0%	-	10%	6%	7%	1%	15%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	6%	8%	7%	5%	12%	17%	13%	-	5%	1%	10%	7%	11%	6%	3%
Absent	2%	1%	2%	2%	2%	2%	17%	0%	-	5%	0%	0%	1%	4%	2%	1%
Other	10%	5%	6%	5%	4%	10%	0%	13%	-	0%	1%	10%	6%	7%	4%	2%
Reading																
Assessment Participant	89%	94%	93%	94%	96%	88%	100%	93%	-	100%	100%	89%	94%	91%	96%	98%
Included in Accountability	83%	88%	87%	89%	89%	83%	100%	93%	-	85%	93%	84%	92%	75%	89%	92%
Not Included in Accountability: Mobile	3%	4%	5%	5%	5%	5%	0%	0%	-	15%	6%	5%	1%	15%	5%	3%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	0%	0%	-	0%	1%	0%	1%	1%	1%	3%
Not Tested	11%	6%	7%	6%	4%	12%	0%	7%	-	0%	0%	11%	6%	9%	4%	2%
Absent	2%	1%	1%	2%	1%	2%	0%	0%	-	0%	0%	0%	1%	3%	2%	1%
Other	10%	5%	5%	4%	3%	10%	0%	7%	-	0%	0%	11%	5%	6%	2%	1%
Mathematics																
Assessment Participant	88%	94%	92%	94%	95%	88%	100%	93%	-	100%	99%	89%	93%	89%	95%	96%
Included in Accountability	84%	89%	87%	89%	90%	83%	100%	93%	-	85%	92%	84%	92%	73%	89%	93%
Not Included in Accountability: Mobile	4%	5%	5%	5%	5%	5%	0%	0%	-	15%	7%	5%	1%	16%	5%	3%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	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)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	8%	6%	5%	12%	0%	7%	-	0%	1%	11%	7%	11%	5%	4%
Absent	2%	1%	1%	1%	1%	2%	0%	0%	-	0%	0%	0%	1%	3%	2%	1%
Other	10%	5%	6%	5%	4%	11%	0%	7%	-	0%	1%	11%	6%	8%	3%	3%
Science																
Assessment Participant	87%	93%	90%	90%	93%	87%	*	*	-	*	96%	88%	91%	86%	91%	96%
Included in Accountability	84%	88%	86%	90%	89%	83%	*	*	-	*	96%	75%	91%	73%	87%	91%
Not Included in Accountability: Mobile	3%	4%	4%	0%	4%	4%	*	*	-	*	0%	13%	0%	14%	5%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	13%	7%	10%	10%	7%	13%	*	*	-	*	4%	13%	9%	14%	9%	4%
Absent	2%	1%	4%	5%	3%	3%	*	*	-	*	0%	0%	2%	7%	4%	0%
Other	10%	6%	7%	5%	4%	10%	*	*	-	*	4%	13%	7%	7%	5%	4%
Social Studies																
Assessment Participant	87%	91%	89%	90%	93%	86%	*	*	-	*	96%	88%	91%	83%	91%	96%
Included in Accountability	84%	87%	85%	90%	89%	82%	*	*	-	*	96%	75%	91%	70%	87%	91%
Not Included in Accountability: Mobile	3%	3%	4%	0%	4%	4%	*	*	-	*	0%	13%	0%	13%	5%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	13%	9%	11%	10%	7%	14%	*	*	-	*	4%	13%	9%	17%	9%	4%
Absent	3%	3%	5%	5%	3%	4%	*	*	-	*	0%	0%	3%	10%	5%	1%
Other	10%	7%	6%	5%	3%	10%	*	*	-	*	4%	13%	6%	7%	4%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CALHOON MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.0%	96.1%	94.6%	95.8%	96.8%	* 99.0%		* 94.0%	94.1%	95.4%	95.8%	
2019-20	98.3%	99.0%	98.7%	98.5%	99.1%	98.3%	* 99.3%		- 98.1%	98.3%	98.6%	99.3%	
Chronic Absenteeism													
2020-21	15.0%	7.9%	11.7%	17.0%	13.1%	7.0%	33.3%	0.0%	- 29.4%	18.8%	13.9%	12.8%	
2019-20	6.7%	3.5%	4.9%	5.4%	2.8%	7.9%	0.0%	0.0%	- 3.6%	8.2%	5.5%	1.0%	
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.1%	0.0%	0.0%	0.0%	0.0%	* 0.0%		- 0.0%	0.0%	0.0%	0.0%	
2019-20	0.5%	0.1%	0.4%	0.0%	0.4%	0.5%	* 0.0%		- 0.0%	0.0%	0.6%	0.8%	
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	97.6%	-	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	
Continued HS	3.9%	1.4%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	90.3%	97.7%	-	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	
Class of 2020													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CALHOON MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	86.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	2,095	358,842
By Ethnicity:				
African American	-	-	342	44,018
Hispanic	-	-	658	183,306
White	-	-	973	103,898
American Indian	-	-	14	1,195
Asian	-	-	59	18,030
Pacific Islander	-	-	4	553
Two or More Races	-	-	45	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	729
Foundation H.S. Program (No Endorsement)	-	-	286	56,281
Foundation H.S. Program (Endorsement)	-	-	42	13,582
Foundation H.S. Program (DLA)	-	-	1,766	287,316
Special Education Graduates	-	-	200	31,028
Economically Disadvantaged Graduates	-	-	857	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	166	32,809
At-Risk Graduates	-	-	511	155,884
CTE Completers	-	-	615	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	690	100.0%	31,771	5,402,928	695	100.0%	31,951	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	4.1%	0	0.0%	3.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.6%	0	0.0%	0.9%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	216	31.3%	7.0%	7.4%	218	31.4%	7.0%	7.4%
Grade 7	246	35.7%	7.4%	7.7%	247	35.5%	7.4%	7.7%
Grade 8	228	33.0%	7.6%	7.9%	230	33.1%	7.6%	7.8%
Grade 9	0	0.0%	8.2%	8.8%	0	0.0%	8.1%	8.8%
Grade 10	0	0.0%	7.9%	7.6%	0	0.0%	7.9%	7.5%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 12	0	0.0%	7.1%	6.7%	0	0.0%	7.0%	6.7%
Ethnic Distribution:								
African American	95	13.8%	20.3%	12.8%	96	13.8%	20.3%	12.8%
Hispanic	304	44.1%	33.9%	52.8%	306	44.0%	33.8%	52.7%
White	251	36.4%	38.2%	26.3%	253	36.4%	38.3%	26.3%
American Indian	4	0.6%	0.4%	0.3%	4	0.6%	0.4%	0.3%
Asian	13	1.9%	3.4%	4.8%	13	1.9%	3.4%	4.8%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	22	3.2%	3.7%	2.9%	22	3.2%	3.7%	2.9%
Sex:								
Female	340	49.3%	49.0%	48.9%	341	49.1%	48.9%	48.8%
Male	350	50.7%	51.0%	51.1%	354	50.9%	51.1%	51.2%
Economically Disadvantaged	468	67.8%	49.3%	60.7%	473	68.1%	49.2%	60.6%
Non-Educationally Disadvantaged	222	32.2%	50.7%	39.3%	222	31.9%	50.8%	39.4%
Section 504 Students	85	12.3%	10.8%	7.4%	86	12.4%	10.8%	7.4%
EB Students/EL	206	29.9%	16.7%	21.7%	206	29.6%	16.7%	21.7%
Students w/ Disciplinary Placements (2020-21)	8	1.1%	0.6%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	55	8.0%	6.8%	5.0%	56	8.1%	6.8%	5.0%
Foster Care	2	0.3%	0.4%	0.3%	2	0.3%	0.4%	0.3%
Homeless	8	1.2%	1.1%	1.1%	8	1.2%	1.1%	1.1%
Immigrant	13	1.9%	1.3%	2.0%	13	1.9%	1.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	35.6%	64.3%	0	0.0%	35.7%	64.3%
Military Connected	3	0.4%	0.6%	3.3%	3	0.4%	0.6%	3.3%
At-Risk	415	60.1%	35.4%	53.5%	420	60.4%	35.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	207	30.0%	17.7%	21.9%	207	29.8%	17.6%	21.8%
Career and Technical Education	99	14.3%	30.9%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	79.5%	71.0%				
Gifted and Talented Education	104	15.1%	9.7%	8.0%	104	15.0%	9.6%	8.0%
Special Education	103	14.9%	12.7%	11.6%	103	14.8%	13.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability								
Students with Intellectual Disabilities	58	56.3%	35.0%	43.0%				
Students with Physical Disabilities	*	*	23.4%	20.8%				
Students with Autism	**	**	12.4%	14.7%				
Students with Behavioral Disabilities	30	29.1%	28.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	115	15.5%	13.9%	13.6%				
By Ethnicity:								
African American	23	3.1%	3.8%	2.5%				
Hispanic	43	5.8%	4.1%	6.6%				
White	40	5.4%	5.0%	3.5%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	1	0.1%	0.2%	0.3%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	6	0.8%	0.7%	0.5%				
Count and Percent of Special Ed Students who are Mobile	25	22.3%	16.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	30	12.7%	11.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	89	17.2%	17.1%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	59	13.4%	17.1%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.9%	-	4.1%	5.2%
Grade 1	-	1.1%	2.9%	-	1.4%	4.2%
Grade 2	-	0.4%	1.7%	-	1.4%	2.2%
Grade 3	-	0.5%	1.0%	-	0.3%	1.0%
Grade 4	-	0.1%	0.7%	-	0.6%	0.7%
Grade 5	-	0.1%	0.5%	-	0.6%	0.7%
Grade 6	0.0%	0.1%	0.6%	2.8%	0.3%	0.6%
Grade 7	1.1%	0.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	4.5%	10.5%	-	4.3%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.9	18.7
Grade 1	-	17.2	18.7
Grade 2	-	17.6	18.6
Grade 3	-	17.7	18.7
Grade 4	-	17.6	18.8
Grade 5	-	18.0	20.2
Grade 6	16.6	19.9	19.2
Secondary:			
English/Language Arts	12.4	18.9	16.3
Foreign Languages	13.2	19.9	18.4
Mathematics	13.8	19.5	17.5
Science	16.1	20.3	18.5
Social Studies	16.1	21.2	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.1	100.0%	100.0%	100.0%
Professional Staff:	75.6	92.0%	70.4%	64.1%
Teachers	62.8	76.5%	55.2%	49.3%
Professional Support	11.3	13.7%	12.2%	10.7%
Campus Administration (School Leadership)	1.6	1.9%	2.4%	2.9%
Educational Aides:	6.5	8.0%	9.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	32.0	4,194.0
Part-time Librarians	0.0	n/a	5.0	607.0
Full-time Counselors	3.0	n/a	87.0	13,550.0
Part-time Counselors	0.0	n/a	9.0	1,176.0
Total Minority Staff:	29.5	35.9%	32.1%	52.1%
Teachers by Ethnicity:				
African American	9.2	14.6%	8.5%	11.2%
Hispanic	10.1	16.1%	14.6%	28.9%
White	41.4	65.9%	73.9%	56.4%
American Indian	0.1	0.2%	0.3%	0.3%
Asian	1.0	1.6%	1.0%	1.9%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.0	1.6%	1.6%	1.2%
Teachers by Sex:				
Males	21.7	34.6%	24.9%	24.1%
Females	41.1	65.4%	75.1%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	31.7	50.5%	67.2%	72.6%
Masters	31.1	49.5%	30.6%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.4	5.4%	8.5%	7.9%
1-5 Years Experience	13.2	21.1%	21.2%	26.7%
6-10 Years Experience	14.5	23.1%	22.1%	20.6%
11-20 Years Experience	20.4	32.4%	31.8%	28.6%
21-30 Years Experience	11.3	18.0%	14.2%	13.2%
Over 30 Years Experience	0.0	0.0%	2.3%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	11.0	n/a	13.2	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.3	6.3
Average Years Experience of Principals with District	3.0	6.6	5.4
Average Years Experience of Assistant Principals	4.5	6.5	5.5
Average Years Experience of Assistant Principals with District	4.5	6.1	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.6	11.2	11.1
Average Years Experience of Teachers with District:	7.9	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,647	\$56,759	\$51,054
1-5 Years Experience	\$57,446	\$57,708	\$54,577
6-10 Years Experience	\$59,156	\$59,895	\$57,746
11-20 Years Experience	\$63,034	\$63,370	\$61,377
21-30 Years Experience	\$65,443	\$66,510	\$65,949
Over 30 Years Experience	-	\$73,147	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,048	\$61,517	\$58,887
Professional Support	\$69,998	\$71,092	\$69,505
Campus Administration (School Leadership)	\$77,081	\$91,268	\$84,990
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	75.0%	64.9%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	4.7	7.4%	2.2%	6.2%
Career and Technical Education	0.9	1.4%	4.8%	5.2%
Compensatory Education	0.0	0.0%	1.6%	3.0%
Gifted and Talented Education	0.0	0.0%	1.0%	1.7%
Regular Education	43.3	68.9%	77.8%	70.8%
Special Education	6.2	9.9%	6.5%	9.6%
Other	7.8	12.4%	6.1%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

- 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 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Denton Independent School District

McMath Middle School

2023-2024 Improvement Plan



Mission Statement

Our community creates an inclusive culture that builds relationships and develops solution-driven individuals within a comprehensive educational experience.

Vision

All students will be lifelong learners, confident risk-takers, and problem solvers who appreciate the diverse cultures of others, so that they can positively impact their local and global communities.

Core Beliefs

Building Relationships
Learning for all using best practices

Self Directed
Life-Long Learning
Solution Based Problem Solving

Working together
Keep all Tigers accountable with High Expectations
Be intentional with what we do AND with a purpose
Sustainability
Transparency
We are One

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Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	38
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Priority Needs

Demographics ~

- Our teacher population is not as diverse as our students. [District FTEs]
- The Emergent Bilinguals (EB) ,SPED, and Econ Dis student population has risen and there is a need for focus on specific interventions and supports. There is a need for another Emergent Bilinguals (EB) and SPED teacher. [Campus / SCE funds]

Student Achievement ~

- Students decreased in Social Studies from the previous year [Campus / AK funds]
 - Our AA, BE, and SPED students are still targeted areas due to poor performance on the 21-22 STAAR results
 - Need to implement Tier 3 Target Tutoring for struggling students (Especially our AA, BE, and SPED students) [Campus / AK / ESSR funds]
- Increase the percentage of Emergent Bilinguals (EB), Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / AK funds]
- Continue focusing on closing the gap in SpEd and Emergent Bilinguals (EB) accountability groups. [Campus / AK funds]

School Culture and Climate ~

- Fostering an environment where staff know they can have an influence on decisions [Campus / AK funds]
- There is a need to increase the sense of belonging for the students [Campus / AK funds]
- There is a need to increase positive student behavior [Campus / AK funds]

Staff Quality, Recruitment and Retention ~

- Increased Emergent Bilinguals (EB) support in all core classes to match increased Emergent Bilinguals (EB) student population [Campus / SCE funds]
- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]
- Provide more substitutes to allow for teachers to take time off when needed
- There is high staff stress and burnout this year

Curriculum, Instruction, and Assessment ~

- With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds]
- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy through intervention, enhancement, cross-curricular instruction, and teacher development [Campus / SCE /ESSR funds]
- Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds]
- Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds]
- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development [Campus / SCE /ESSR funds]
- Establish strong PLC practices that allow for open discussion and professional learning in all content areas [Campus / SCE funds]
 - Year 2 of our 3 year PLC journey
- Implement next steps of Assessment for Learning strategies (co-creating success criteria, goal setting, and effective questioning across the campus [Campus / SCE funds]

Family and Community Involvement ~

- Our campus would benefit from more community involvement with our students. [Campus / SCE funds]
- Possible community event hosted by MMS. [Campus / SCE funds]
- Continue events at MMS that support parent participation. [Campus / SCE funds]
- More parent involvement in the PTA [Campus / SCE funds]

School Context and Organization ~

- Communication with the Emergent Bilinguals (EB) population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that Emergent Bilinguals (EB) parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]
- McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]
- Need to add additional SpEd and Emergent Bilinguals (EB) staff members [Campus / SCE funds]

Technology ~

- An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged or forgotten Chromebooks. [Campus / SCE funds]
- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds]
- Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds]

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 implement strategies, initiatives, programs and services to meet their needs.

McMath Middle School was established in 1998 and is named after Carroll McMath, a former band director at Denton High School who promoted music education throughout the state. Mr. McMath was also active in the community and was inducted into the Texas Band Directors Hall of Fame in 1992.

McMath is proud to say it falls in the Denton High School Zone. McMath is known for its commitment to education and students and staff that are committed to making things better in and out of the classroom. From a gardening club that helps beautify the school grounds to a student-run, non-profit organization (Team Jump Start) that has raised funds for student scholarships, McMath students enjoy getting involved.

McMath students, family and staff believe they are “known by the tracks they leave” so it’s a mission to leave an imprint in academics, social clubs and extra-curricular activities. Students at McMath can enroll in gifted and talented courses, career and technology courses, and study a foreign language or career in engineering.

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

McMath was the third middle school built in the district and is centrally located in Denton. The school received its most recent renovation in 2021.

Established: 1998

Mascot: Tigers

Colors: Navy Blue and Gold

Motto: We Are Known By The Tracks We Leave

The overall campus demographics are:

Group	Count	Percent
All	761	100%
6 th	242	31.80%
7 th	272	35.74%
8 th	247	32.46%
African American	93	12.22%
Hispanic	295	38.76%
White	316	41.52%
Other (Asian, American Indian, 2+ Races)	57	7.5%
504	117	15.37%

Group	Count	Percent
Special Education	133	17.48%
LEP	179	23.52%
Gifted/Talented	106	13.93%
Econ. Status	420	55.19%

The staff demographics are:

Group	Size
African American	6.3%
Hispanic	6.3%
White	84.2%
Other (Asian, American Indian, 2+ Races)	3.2%

Our students' attendance rate was 94.6% for the 2022-2023 school year. Our teachers work closely with the attendance liaison and administrative team to share concerns with students who have been out so we can work on root causes for the absences.

We monitor the behavior of our students closely. The administrator and counselor work together when discipline occurs so that if needed additional support can be provided. We have implemented restorative practices on our campus which have positively impacted our teachers building relationships with students. We create reentry plans for any student who has been placed in an alternative campus so they can be successful here.

Demographics Strengths

Demographics ~

- McMath attendance zone and school numbers means that we have room to grow in amount of students
- Most of McMath's population does not fluctuate
- While our numbers are slowly growing, our numbers in economically disadvantaged are also growing
- Our mobility numbers have held steady over the past 5 years
- The diversity of the student body has steadily grown over the past 3-4 years
- Our geographical zone has expanded to include a few new neighborhoods
- These neighborhoods have helped our ethnic diversity to grow and change
- This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment (have not seen this as of 9.19.22)

Problem Statements Identifying Demographics Needs

Problem Statement 1: ~Teacher population is not as diverse as our students ~While our school enrollment is declining, our numbers in mobility and economically disadvantaged are also growing. ~While our school enrollment is declining, our numbers in SPED, 504, BE are growing.

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.

Data points include review of STAAR, MAP, Common Assessments, IPRs, and Report card grades to address our students learning gaps from previous years.

See below for Specifics to the 22-23 STAAR results that we are using to address strengths, challenges, and gaps.

Student Learning Strengths

Student Achievement ~ **McMath Middle School STAAR TESTING DATA 2021 - 2023**

McMath	2022				2023			
	DNM / A / M / MAS				DNM / A / M / MAS			
6th READING	32%	68%	40%	23%	25%	75%	54%	24%
					-7%	7%	7%	1%
6th MATH	30%	70%	29%	11%	28%	72%	31%	12%
					-2%	2%	2%	1%
7th READING	25%	75%	47%	33%	28%	72%	40%	17%
					3%	-3%	-7%	-16%
7th MATH	47%	53%	22%	6%	42%	58%	30%	6%
					-5%	5%	8%	0%
8th READING	24%	76%	53%	28%	20%	80%	49%	26%
					-4%	4%	-4%	-2%

McMath	2022		2023									
	DNM / A / M / MAS		DNM / A / M / MAS									
8th MATH	47%	53%	17%	5%	39%	61%	28%	5%	-8%	8%	11%	0%
8th Alg	4%	96%	78%	46%	2%	98%	70%	30%	-2%	2%	-8%	-16%
8th SCIENCE	27%	73%	42%	19%	30%	70%	32%	8%	3%	-3%	-10%	-11%
8th SS	46%	54%	20%	11%	47%	53%	20%	9%	+1%	-1%	0%	-2%

Those in Green are gains from the previous year. Those in Red are losses from the previous year

McMath	READING 6th/7th/8th	MATH 6th/7th/8th	SCIENCE 8th	SS 8th
ALL	75 / 72 / 80	72 / 58 / 61	70	53
AA	58 / 56 / 70	54 / 47 / 55	51	35
HISPANIC	66 / 63 / 72	63 / 49 / 56	61	45

McMath	READING 6th/7th/8th	MATH 6th/7th/8th	SCIENCE 8th	SS 8th
WHITE	86 / 84 / 91	84 / 69 / 68	83	64
SPED	30 / 42 / 37	28 / 23 / 17	29	23
LOW SOS EC	61 / 58 / 75	56 / 46 / 56	52	38
LEP	55 / 48 / 63	55 / 41 / 60	51	35

% approaches listed. Those in red are under 50%

CIP Goal 1: Teaching & Learning from the 22-23 CIP

- Performance Objective 2:
 - McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 22-23 reading STAAR test:
 - All students will score at least 73% - 78% at the approaches level (21-22 was 73%)
 - All students will score at least 47% - 52% at the meets level (21-22 was 47%)
 - All students will score at least 21% - 26% at the masters level (21-22 was 21%)

- In addition, we are striving for at least 5% gains (from 21-22) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 22-23 Reading STAAR test.
- 22-23 Reading STAAR results
 - All grades: 76% approaches / 48% met / 22% masters
 - 6th grade: 75% approaches / 54% met / 24% masters
 - 7th grade: 72% approaches / 40% met / 17% masters
 - 8th grade: 80% approaches / 49% met / 26% masters

CIP Goal 1: Teaching & Learning from the 22-23 CIP

- Performance Objective 3:
 - McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 22-23 math STAAR test:
 - All students will score at least 59% - 64% at the approaches level (21-22 was 59%)
 - All students will score at least 23% - 28% at the meets level (21-22 was 23%)
 - All students will score at least 7% - 12% at the masters level (21-22 was 7%)
- In addition, we are striving for at least 5% gains (from 21-22) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 22-23 Math STAAR test.
- 22-23 Math STAAR results
 - All grades: 64% approaches / 30% met / 8% masters
 - 6th grade: 72% approaches / 31% met / 12% masters
 - 7th grade: 58% approaches / 30% met / 6% masters
 - 8th grade: 61% approaches / 28% met / 5% masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students decreased in 7th grade Reading and 8th grade Science from the previous year. Our AA, BE, and SPED students are still targeted areas due to poor performance on the 22-23 STAAR results. Need to implement Tier 3 Target Tutoring for struggling students (Especially our AA, BE, and SPED 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.

Weekly information is shared with our families about important events on campus and provided by the district.

- The information is shared using: [The Tiger Times](#), [McMath Website](#), and the [McMath Facebook Page](#)

School Processes & Programs Strengths

Curriculum, Instruction and Assessment ~

- Master Schedule allows all core teachers to have the same period off to collaborate and have PLCs during the school day
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our department
 - PD provided for Creation of True PLC practices (PLC Summit and Foundation of PLCs)
 - Creation of POC Coalition team led by admin, counselors, and teachers
- Creation of the STOIC/CHAMPS Cadre to roll out and provide PD in school wide behavior management procedures
- 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 ~

- 80% of teachers believe technology enhances learning and their daily life
- 76% of teachers report high quality internet speed
- 76% of students report that they use computers in their classroom at least weekly
- 73% of teachers feel confident in their foundational technology skills
- 69% of teachers get devices for their students when needed more than half the time
- All staff trained in Canvas to allow student access to material
- An increased use of intervention programs (Mathia, Achieve3000, etc.)
- An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.)
- 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
- McMath is a 1:1 Chromebook campus
- 100% of students at McMath passed IC3 certification exam in the PIT class

School Context and Organization ~

- McMath has a large number of Teacher Leaders on campus.
- Effective communication between staff and parents through TAC emails
- Organized duty stations
- Supervision inside and outside the campus is actively monitored by staff
- Core content teams are effective
- Organized and effective staff meetings, PLC, and collaboration in staff

Staff Quality, Recruitment and Retention ~

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth
- Above district and state average in teacher experience
- Above district and state averages in teachers with 20+ years of experience
- FYTA and mentor supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities (Solution Tree Conference in July was attended by the ALT in July of 2022) The PLC Cadre will continue to provide campus wide PLC trainings Creation of the STOIC/CHAMPS Cadre to roll out and provide PD in school wide behavior management procedures

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, traditions, 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.

Perceptions Strengths

Family and Community Involvement ~

- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more
- High levels of social media and email and phone blast are keeping parents in the loop

School Culture and Climate ~

- Relationships built by staff with students
- McMath is family
- Inclusive culture that welcomes stakeholders from the front office to the classroom
- 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
- Employee Survey reveals: Principal trust staff to make good decisions
- Staff works in an atmosphere where there is mutual respect
- Principal encourages collaboration
- Principal implements policies fairly
- Staff trust the principal to make good decisions
- Principal is an effective leader
- Student Survey showed many gains from last year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase positive student behavior. There is a need to continue to work on student's sense of belonging There always room to increase family engagement

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: 100% of eligible HB4545 students will be served by May 2024.

Evaluation Data Sources: Campus based HB4545 intervention logs
STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilization (and monitoring progress) of an hour long 9th period after school tutoring opportunity held Mondays - Thursdays. ~Focus on providing targeted HB4545 failures intervention, DMTSS intervention, and review, for students in reading and math. ~Focus on various targeted Tier 1, 2, and 3 supports</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well on Selected Saturdays through the year (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Students required to be monitored under HB4545 will show more than one year's growth in Reading and/or Math for based on Observation Reports, 2024 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Students required to be monitored under HB4545 will pass the 2024 Reading and/or Math STAAR Test.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers A+ tutors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Workshop, Curriculum, and Training - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutoring will be conducted for students under HB4545 during school, after school, and on Saturdays. Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in Reading, Math, and/or writing for all students based on</p>	Formative		
	Dec	Mar	May

Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.

Staff Responsible for Monitoring: Admin

Counselors

Teachers

A+ tutors

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Workshop, Curriculum, and Training - Title I, Part A



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 23-24 reading STAAR test:

All students will score at least 76% - 81% at the approaches level (22-23 was 76%)

All students will score at least 48% - 53% at the meets level (22-23 was 48%)

All students will score at least 22% - 27% at the masters level (22-23 was 22%)

In addition, we are striving for at least 5% gains (from 22-23) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 23-24 Reading STAAR test.

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Lucy Calkin's Readers & Writers Workshop ~HomeGrown Institute ~Teacher's College Wksp ~Summer Seminar ~IXL ~PearDeck ~TIA ~District lead PD ~McMath Lead PD ~North Texas Teen Book Fair ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teacher AFL Cadre Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials / PD - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn? (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn? (Intervention) 4. How will we respond if they already know it? (Enrichment) <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>PD includes:</p> <ul style="list-style-type: none"> ~ Creation of a the McMath PLC Coalition team to include, Admin, Counselors, and teachers ~ Campus based training by the McMath PLC Cadre ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Leading edge training conducted by Dr. Luis Cruz ~Book study of 'Time to Change' <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PD and Instructional Resources - Title I, Part A - \$2,500</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 6th - 8th grade ELAR/EXPO teachers will continue the workshop model with support from Secondary ELAR C&I Department.</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Workshop Curriculum and Training. - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted intervention for the students below grade level in reading. Including, but not limited to, the use of Lucy Calkin's Units of Study, GrammarFlip, IXL, Quill, School Pace, and Common Lit curriculum and resources.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, Flex Schedules, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher Intervention Teacher A+ Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math, Science, Social Studies, and Electives will support literacy (reading & writing) through delivery of cross curricular reading & writing lessons at least one time per week</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Build middle school literacy library (school library & classroom) to support and strengthen reading at all levels in all classrooms in all subjects.</p> <p>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</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Librarian Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Books and eBooks and other various literacy resources - Title I, Part A - \$20,000</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building reading and academic language to close the gaps. Including but not limited to: ~Homework Hotline for EB students ~Tier 1,2,3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers A+ Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Integrate technology to enhance instruction.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech CTE</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology (ie CB, Panels, Tech Ed Apps, etc) - Title I, Part A - \$10,000</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> ~Teach Denton ~ ATC ~ UNT ~TWU ~Other colleges/universities ~Other Denton ISD schools ~Museums <p>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</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teachers Partners C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources / Travel - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide opportunities for parents to be involved in instructional best practices to include, but not limited to:</p> <p>~Various academic nights ~Volunteer opportunities</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech PTA</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 23-24 math STAAR test:

All students will score at least 64% - 69% at the approaches level (22-23 was 64%)

All students will score at least 30% - 35% at the meets level (22-23 was 30%)

All students will score at least 8% - 13% at the masters level (22-23 was 8%)

In addition, we are striving for at least 5% gains (from 22-23) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 23-24 Math STAAR test.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Summer Seminar ~TIA ~District lead PD ~McMath Lead PD ~Mathia Training ~Reflex/Frax Training ~IXL Webinar ~Peardeck ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teacher AFL Cadre Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials / PD - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn? (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn? (Intervention) 4. How will we respond if they already know it? (Enrichment) <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>PD includes:</p> <ul style="list-style-type: none"> ~ Creation of a the McMath PLC Coalition team to include, Admin, Counselors, and teachers ~ Campus based training by the McMath PLC Cadre ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Leading edge training conducted by Dr. Luis Cruz ~Book study of 'Time to Change' <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Teachers C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PD and Instructional Resources - Title I, Part A - \$2,500</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 6th - 8th grade math teachers will use best practices to provide instruction, assessment, and feedback to our students</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in math for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher C&I Staff (For added support when needed)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Curriculum and Training. - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted intervention for the students below grade level in math. Including, but not limited to, the use of IXL, Reflex/ Frax, Springboard, Mathea, Carnegie Learning, common math curriculum and resources.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher Intervention Teacher A+ Tutors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building math skills to close the gaps. Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers A+ Tutors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Integrate technology to enhance instruction</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech CTE</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology (ie CB, Panels, etc) - Title I, Part A - \$10,000</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: ELAR, Science, Social Studies, and Electives will support math through delivery of cross curricular math lessons.</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in math for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> ~Teach Denton ~ ATC ~ Communities in School (CIS) ~ UNT ~TWU ~Other colleges/universities ~Other Denton ISD schools ~Museums <p>Strategy's Expected Result/Impact: Increased student performance in math according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teachers Partners C&I Staff (For added support when needed)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources / Travel - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide opportunities for parents to be involved in instructional best practices to include, but not limited to:</p> <p>~Various academic nights ~Volunteer opportunities</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech PTA</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice strategies and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Safe and Civil Schools Conference - Focus on STOIC/CHAMPS ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Registration, Travel, and resources - Title I, Part A - \$10,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and monitor Restorative Practices (RP) campus wide ~TUMS ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Mood Meters ~Re-entry Circles ~Circle protocols ~Needs assessment ~Why Try Curriculum in ISSC ~HEaRd Club Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselor Teachers Paras CIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: House Bill lessons to address:</p> <ul style="list-style-type: none"> ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers CIS</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Sonic Stars ~Fun Committee ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards ~HOPE Basket and HOPE club ~Provide opportunities for staff to influence decisions ~Continue the Sunshine Fund ~Appreciation Coins for members of McMath, those that support McMath and those that go above and beyond in our school <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award.</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Appreciation Items - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Providing physical, social, and emotional supports and safety including, but not limited to:</p> <ul style="list-style-type: none"> ~Counselor Resource Room ~Updating and monitoring of the counselor Facebook page ~Continuing the use of the STOPit app to anonymously report, monitor, investigate, and communicate bullying, cyberbully, and general inappropriate behavior ~Day time CIS Program <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture <p>Funding Sources: Technology and various student need items - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Identify ways to build a positive culture at McMath: ~Book Study ~Feed the Staff ~Tiger Talks ~Sunshine Committee ~Mentor/Mentee Events ~Fun Committee</p> <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers PTA</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implementation of Day time CIS program. Responsible for, but not limited to:</p> <ul style="list-style-type: none"> ~tutoring ~mentoring ~snacks/emergency food ~clothes ~vision vouchers ~small groups for behavior/academic support ~hygiene supplies ~school supplies ~college/career readiness ~Transportation for those under McKinney-Vento <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors CIS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CIS Resources - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Updating the physical grounds of McMath both inside and outside to provide a culture of safety and belonging including, but not limited to:</p> <ul style="list-style-type: none"> ~Update the landscaping around the building ~Update the lobby to be more inviting and current ~Visible banners that show the McMath Mission, Vision, and the values ~Picking up trash around the building ~Add more benches around the campus ~Beautify the courtyards between the academic wings ~Update the teacher lounges ~Add positive banners/signs throughout the building ~Taped floors for hallway traffic control and congestion <p>Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Community and district partnerships and various items - Title I, Part A</p>	Formative		
	Dec	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 2: Create systems and procedures that will provide opportunities to Increase Positive Student Behavior in the classroom and in the common areas, so that teaching and learning can take place.

Evaluation Data Sources: Student Discipline data, Teacher, Admin, and Counselor qualitative data, and Student & Parent Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development that supports best practice strategies and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Professional Learning Communities (PLC) ~MAP ~DMTSS ~Restorative Practices ~Emergent Bilinguals (EB) strategies ~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff) ~Safe and Civil Schools Conference - Focus on STOIC/CHAMPS ~STOIC/CHAMPS Cadre leading Monthly PD to the staff ~Local, State, and National Conferences ~504 Conference ~TASA or TASSP Conferences ~SEL Counseling Conferences ~Middle School Symposium Conference <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Teachers with tools to build positive student relationships and effective class management strategies. Monthly PD provided by STOIC/CHAMPS Cadre</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in kiddos serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Creating a student voice committee to create a sense of ownership to the school.</p> <p>Strategy's Expected Result/Impact: Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p>Staff Responsible for Monitoring: Admin Counselors Teachers Behavior Coaches Special Education Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for McMath Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Mrs. Harden teaches our Reading intervention classes. She teaches all students that have been unsuccessful on the Reading STAAR test for the last three consecutive years. She also teaches some students that passed the 22-23 Reading STAAR but failed the 21-22 Reading STAAR. Those students were identified for support by admin, counselors, and teachers. We have seen positive gains in our struggling readers these pas few years due to this position.

Personnel for McMath Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dara Harden	Reading Intervention Teacher	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Buddy Dunworth	Principal
Classroom Teacher	Justina Record	Science teacher and Dept. Chair
Classroom Teacher	Virginia Ginn	SS teacher and Dept Chair
Classroom Teacher	Michelle Duesman	SS teacher and Dept Chair
Classroom Teacher	Jerry Oslin	ELAR teacher and Dept Chair
Classroom Teacher	Julie Holland	Math teacher and Dept Chair
Classroom Teacher	Denise Newbrand	Spanish teacher and Dept Chair
Classroom Teacher	Jana Cantrell	Emergent Bilinguals (EB) Lead and TCC Rep
Classroom Teacher	Heather Warren	Emergent Bilinguals (EB) Lead and TCC Rep
Classroom Teacher	Robin Looney	CTE teacher and Dept Chair
Classroom Teacher	Ruthie Linehan	SPED teacher and Dept Chair
Non-classroom Professional	Anna Modrow	Librarian
Administrator	Michelle Duck	Assistant Principal
Administrator	Franco Garcia	Assistant Principal
Non-classroom Professional	Amanda Wagemann	Counselor
Non-classroom Professional	Brian Adams	Counselor
Non-classroom Professional	Brittany Zielinski	Counselor
District-level Professional	Grace Anne McKay McKay	Curriculum and Instruction
Parent	Maggie Dickens	PTA President
Community Representative	Landon Hale	Business Owner
Classroom Teacher	Megan Bennett	Fine Arts Dept. Chair
Classroom Teacher	Laura Threlfall	Teacher and Sci Department Chair

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	A/K and/or Campus funds and Resources and Intervention Teacher		\$0.00
1	3	4	A/K and/or Campus funds and Resources and Intervention Teacher		\$0.00
Sub-Total					\$0.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Workshop, Curriculum, and Training		\$0.00
1	1	2	Workshop, Curriculum, and Training		\$0.00
1	2	1	Instructional materials / PD		\$5,000.00
1	2	2	PD and Instructional Resources		\$2,500.00
1	2	3	Workshop Curriculum and Training.		\$0.00
1	2	5	Instructional Resources		\$0.00
1	2	6	Books and eBooks and other various literacy resources		\$20,000.00
1	2	7	Instructional Resources		\$0.00
1	2	8	Technology (ie CB, Panels, Tech Ed Apps, etc)		\$10,000.00
1	2	9	Instructional Resources / Travel		\$0.00
1	2	10	Instructional Resources / Refreshments / Advertising		\$500.00
1	3	1	Instructional materials / PD		\$5,000.00
1	3	2	PD and Instructional Resources		\$2,500.00
1	3	3	Math Curriculum and Training.		\$0.00
1	3	5	Instructional Resources		\$0.00
1	3	6	Technology (ie CB, Panels, etc)		\$10,000.00
1	3	7	Instructional Resources		\$0.00
1	3	8	Instructional Resources / Travel		\$0.00
1	3	9	Instructional Resources / Refreshments / Advertising		\$500.00
2	1	1	Registration, Travel, and resources		\$10,000.00
2	1	2	Instructional Resources		\$0.00
2	1	3	Instructional Resources		\$0.00

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Appreciation Items		\$1,000.00
2	1	5	Technology and various student need items		\$0.00
2	1	7	CIS Resources		\$0.00
2	1	8	Community and district partnerships and various items		\$0.00
				Sub-Total	\$67,000.00

Denton Independent School District

Alexander Elementary

2023-2024 Improvement Plan



Alexander
ELEMENTARY

Mission Statement

Alexander Mission Statement: To cultivate a collaborative environment, empowering the Panther Community to achieve our full potential.

Vision

Alexander Vision: We will continuously reflect on our practice, commit to ongoing professional learning, invest in nurturing individual whole children by building relationships, celebrating diversity, and inspire growth.

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

Student Demographics

- Hispanic- 428 students
- Asian- 3 students
- Black/African American- 90 students
- White- 101 students
- Two or more races- 22 students
- Economically Disadvantaged- 477 students (74%)
- Emergent Bilingual- 260 students (40%)

Attendance

- 95% ADA

Special education & all other special programs.

- Special Education- 88 students (15%)
- Dyslexia- 26 students (4.4%)

Teacher retention/recruitment/experience & teacher-student ratios. Paraprofessional qualifications.

- Teacher Average Years of **Experience- 11 years**

Demographics Strengths

- African American staff ethnicity has grown since 2022-2023
- 36.9% of staff is Hispanic, similar to our Emergent Bilingual population.
- The number of Male staff members has increased in 2023-2024

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students identified with Dyslexia is significantly smaller than the state average. **Root Cause:** Teachers would benefit from training on characteristics to look for concerning Dyslexia screeners and DMTSS work.

Student Learning

Student Learning Summary

Overall STAAR 2023

- 3rd 21-22 increased 7% then when back down the following year
- Science STARR 5th Fall Interim, scored 7% and increased to 43% in April2023

EOY District Assessments 22-23

- EOY rdg 45% at risk in 3rd grade
- EOY rdg for K “least” at risk with 1.7%

*[Elementary Reading Correlations Chart](#)

BOY District Assessments 23-24

- BOY 1.7% at risk for 2nd Grade
- 2nd grade 23% on-level; EOY 2nd grade 10% at-risk BOY next year 35% at risk
- PNA 99% of K for Fall 23 are on-level
- 2nd grade 88% Fall 23 are considered on-level
- Math 40 % are in Tier 3 and 53% are at Tier 2 - 93% of students combined
- Most Grades have small summer slide with exception of 2nd grade

Student Learning Strengths

STAAR 2023

- STAAR Language Arts was focus because those scores are higher
- 5th Grade has gained significant progress each year on STAAR assessments

EOY District Assessments 22-23 & BOY District Assessments 23-24

- Reading levels are currently stronger than mathematical numeracy knowledge.
- ‘23 Kinder students haven’t been interrupted by COVID during their school exposure

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the Beginning of the Year data for 2023-2024, the percentage of "on level" in Math is 8% and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. Additionally, the percentage of "on level" in Reading is and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. **Root Cause:** Academic gaps as a result of learning loss during the COVID pandemic have yet to be fully closed, and classroom teachers are faced with wide range of academic needs in each grade level.

School Processes & Programs

School Processes & Programs Summary

School Processes & Program Summary Data Sources 23-24

- - C&I Birds Eye View
 - Professional Learning Communities work & Design in 5
 - Pacing Guides
 - Common Assessments (Formative & Summative)
 - Data Analysis
 - Progress Monitoring student learning
 - Instructional planning resources
 - August Professional learning
 - Campus
 - District
 - Staff Meetings for professional learning
 - Campus Leadership Team/Guiding Coalition
 - Team Leaders
 - House System
 - Student House Leadership
 - Staff Newsletters
 - Special Education
 - Dyslexia Services
 - DMTSS
 - Section 504
 - Student Response Team
 - Behavior Matrix and Discipline System
 - Technology programs
 - Instructional Technology
 - Technology software
 - Technology hardware

School Processes & Programs Strengths

- Curriculum is designed by classroom teachers who serve as Curriculum Writers. Feedback from teachers are shared with C&I and updates are made every year to ensure relevant and effective student learning is designed.
- Teachers have the choice to attend professional learning based on professional goals and staff feedback for needed learning.
- Guiding Coalition is structured to monitor student learning, staff professional development, and campus decision-making.
- Teacher, parent, and staff newsletters consistently shared with school community
- Streamlined parent communication tool across all grade levels, Class Dojo, used daily.
- Student Office referrals completed on Google Form captures prior strategies attempted to shape student behavior. The form is streamlined, clear, and efficient for any grade level.
- 3rd-5th Grade is departmentalized, ensuring teachers are teaching content based on their strengths as educators.
- Differentiating instruction to support ALL students and meeting their diverse needs
- Clubs at Alexander are relevant and provide enriched opportunities to engage students in experiences they may never have outside of the school building.
- i-Ready, formative assessments conducted on digital devices to efficiently organize, report, and analyze student data

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behavior continues to limit student learning in classrooms. **Root Cause:** Students have avoidance of work, difficulty with rigor of learning, limited perseverance, and need intense modeling/reinforcing of classroom expectations.

Perceptions

Perceptions Summary

- Surveys, interviews, & focus groups.
 - Gallup Employee Engagement Survey
- Parent engagement evaluations/feedback & participation levels.
 - Gallup Community Engagement Survey
- Culture, climate, values, beliefs.
- Community partnerships and volunteer data.
- Staff surveys/feedback.
- Student feedback.
- Communication data.
- Staff retention.

Perceptions Strengths

Gallup Employee Engagement Survey

- October 2022
 - October 2022- 59% of staff is "engaged"
 - Q04: "In the last seven days, I have received recognition or praise for doing good work" mean score = 3.98
 - Q01: "I know what is expected of me at work" mean score = 4.56
- May 2023
 - May 2022- 50% of staff is "engaged"
 - Q04: "In the last seven days, I have received recognition or praise for doing good work" mean score = 3.53
 - Q01: "I know what is expected of me at work" mean score = 4.59

Gallup Community Engagement Survey

May 2022- 44 responses

- "School Is a Welcoming Environment" mean score = 4.31
- "Flexibility in Learning" mean score = 3.94

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The mean score of 3.53 for "Q04: "In the last seven days, I have received recognition or praise for doing good work" reveals for staff to be more engaged in the work place, recognition of good work needs to increase. **Root Cause:** A culture of appreciation from all campus staff is currently limited by busyness and compassion fatigue.

Priority Problem Statements

Problem Statement 1: Based on the Beginning of the Year data for 2023-2024, the percentage of "on level" in Math is 8% and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. Additionally, the percentage of "on level" in Reading is and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade.

Root Cause 1: Academic gaps as a result of learning loss during the COVID pandemic have yet to be fully closed, and classroom teachers are faced with wide range of academic needs in each grade level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The mean score of 3.53 for "Q04: "In the last seven days, I have received recognition or praise for doing good work" reveals for staff to be more engaged in the work place, recognition of good work needs to increase.

Root Cause 2: A culture of appreciation from all campus staff is currently limited by busyness and compassion fatigue.

Problem Statement 2 Areas: Perceptions

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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

Performance Objective 1: By June 2024, the percentage of "on level" in Math will increase from 8% to 65% and the percentage of "at risk" will decrease from 40% to 20% as measured by i-Ready Kindergarten - 5th Grade.

High Priority





HB3 Guiding Outcome

Evaluation Data Sources: i-Ready Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Individual student data analyzed throughout each 9 weeks, as shown on Campus Assessment Calendar, and progress monitoring conducted for common formative assessments, formal summative assessments, student inventories, and district assessments during PLC work.</p> <p>Strategy's Expected Result/Impact: Intervention and Extension learning for Universal Intervention block will be determined by grade level teams based on the data analysis.</p> <p>Staff Responsible for Monitoring: Grade level teams, Guiding Coalition, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Educational Leave Absence for on-campus professional learning - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: "Design in 5" PLC work will define student math essential standards, measure student learning (Common Formative Assessments), and respond to current student data (Tier 1,2 & 3 instruction).</p> <p>Strategy's Expected Result/Impact: Intervention and Extension learning for Universal Intervention block will be determined by grade level teams based on the data analysis.</p> <p>Staff Responsible for Monitoring: Grade level teams, Guiding Coalition, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Educational Leave Absence for on-campus professional learning - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math specialist conducts daily pullout intervention for at-risk students in the areas of mathematical understanding in 2nd grade - 5th grade.</p> <p>Strategy's Expected Result/Impact: Pre-requisite skills will be mastered by students to ensure Essential Standards are mastered by the end of the school year and the percentage of students "on level" will increase.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ESSER Tutors hired to provide co-teaching and small group instruction based on Essential Standards mastery along with Campus Support Staff and Curriculum & Instruction Coordinators.</p> <p>Strategy's Expected Result/Impact: Pre-requisite skills will be mastered by students to ensure Essential Standards are mastered by the end of the school year and the percentage of students "on level" will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration , Student Support Staff, & C&I Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading Interventionist Position - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted mega labs to model specific instructional practices needed based on teacher input, student data and classroom walkthrough data: Math Workshop & Daily Numeracy Routines</p> <p>Strategy's Expected Result/Impact: Staff will have clear understanding of what is expected and yield high academic growth through research-based instructional practices.</p> <p>Staff Responsible for Monitoring: Campus Administration & Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Educational Leave Absence for on-campus professional learning - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Classroom Engagement Coach hired with Title I funds, trained, and utilized to develop strong behavior management and emotional regulation classroom implementation with teachers by providing coaching cycles to classroom teachers. Design in 5 training for instructional leadership team, including administration, instructional coaches, interventionists, and grade level team leads.</p> <p>Strategy's Expected Result/Impact: Student learning will increase as a result of high student and staff engagement</p> <p>Staff Responsible for Monitoring: Campus Administration & Classroom Engagement Coach</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Classroom Engagement Coach Position - Title I, Part A - \$75,000</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: "Design in 5" PLC work will define student literacy learning (Essential Standards), measure student learning (Common Assessments), and respond to current student data (Tier 2 & Tier 3 instruction).</p> <p>Strategy's Expected Result/Impact: Design in 5 PLC work will ensure student learning results in student understanding and higher levels of mastery of ELAR TEKS.</p> <p>Staff Responsible for Monitoring: Administration & Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Educational Leave Absence for on-campus professional learning - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on the Beginning of the Year data for 2023-2024, the percentage of "on level" in Math is 8% and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. Additionally, the percentage of "on level" in Reading is and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. Root Cause: Academic gaps as a result of learning loss during the COVID pandemic have yet to be fully closed, and classroom teachers are faced with wide range of academic needs in each grade level.</p>
Perceptions
<p>Problem Statement 1: The mean score of 3.53 for "Q04: "In the last seven days, I have received recognition or praise for doing good work" reveals for staff to be more engaged in the work place, recognition of good work needs to increase. Root Cause: A culture of appreciation from all campus staff is currently limited by busyness and compassion fatigue.</p>

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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





Performance Objective 2: The percentage of "on level" in Reading will increase from 14% to 75% and the percentage of "at risk" will decrease from 40% to 20% as measured by i-Ready Kindergarten - 5th Grade.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: i-Reading Reading Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted mega labs provided by Curriculum & Instruction Coordinators to model specific instructional practices needed based on teacher input, student data and classroom walkthrough data: Reading & Phonics Workshop and Science of Teaching Reading Components.</p> <p>Strategy's Expected Result/Impact: Staff will have clear understanding of what is expected and yield high academic growth through research-based instructional practices.</p> <p>Staff Responsible for Monitoring: C& I Coordinators, Campus Administration & Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Educational Leave Absence for on-campus professional learning - Title I, Part A - \$3,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading specialist conducts daily pullout intervention for at-risk readers in 2nd grade - 5th grade.</p> <p>Strategy's Expected Result/Impact: Pre-requisite skills will be mastered by students to ensure Essential Standards are mastered by the end of the school year and the percentage of students "on level" will increase.</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading Interventionist Position - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coordinators' participation in weekly team instructional planning K-5th grade for Math, Literacy, & Science.</p> <p>Strategy's Expected Result/Impact: Classroom walkthrough feedback will demonstrate consistency with collaborative team planning with C&I</p> <p>Staff Responsible for Monitoring: C&I Coordinators, Campus Administrators, Grade level teams</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1:

Based on the Beginning of the Year data for 2023-2024, the percentage of "on level" in Math is 8% and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. Additionally, the percentage of "on level" in Reading is and the percentage of "at risk" is 40% as measured by i-Ready Kindergarten - 5th Grade. **Root Cause:** Academic gaps as a result of learning loss during the COVID pandemic have yet to be fully closed, and classroom teachers are faced with wide range of academic needs in each grade level.

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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





Performance Objective 1: By June 2024, the Employee Engagement Survey question, "In the last seven days, I have received recognition or praise for doing good work." mean score will increase from 3.53 to 4.10.

High Priority

Evaluation Data Sources: Gallup Employee Engagement Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will celebrate one another for the good work they have done by completing a Google Form called "Staff Shout Outs" and these will be shared weekly in the staff newsletter. The number of Staff Shout Outs will increase through email reminders and campus-wide experiences.</p> <p>Strategy's Expected Result/Impact: Increase staff engagement</p> <p>Staff Responsible for Monitoring: Administration & Guiding Coalition</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Administration, Curriculum & Instruction, and campus staff will utilize feedback instruments to share feedback with classroom teachers during classroom visits.</p> <p>Strategy's Expected Result/Impact: Feedback from classroom visits will be used by staff to self-reflect on student learning and impact of teaching practices.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, & C&I</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regulation strategies modeled and reinforced during professional learning, including staff appreciation moments, to support staff engagement and opportunities for professional learning for transfer to classroom practices.</p> <p>Strategy's Expected Result/Impact: Staff and student engagement will increase by consistently practicing mental and emotional wellness practices.</p> <p>Staff Responsible for Monitoring: Guiding Coalition, Classroom Engagement Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Guiding Coalition leads staff meeting Data Digs for Math, Literacy, and Science student data to reinforce and celebrate strong instructional practices.</p> <p>Strategy's Expected Result/Impact: Campus staff will be encouraged by the positive impact of them doing what they do best every day.</p> <p>Staff Responsible for Monitoring: Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The mean score of 3.53 for "Q04: "In the last seven days, I have received recognition or praise for doing good work" reveals for staff to be more engaged in the work place, recognition of good work needs to increase. Root Cause: A culture of appreciation from all campus staff is currently limited by busyness and compassion fatigue.</p>

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Individual student data analyzed throughout each 9 weeks, as shown on Campus Assessment Calendar, and progress monitoring conducted for common formative assessments, formal summative assessments, student inventories, and district assessments during PLC work.
1	1	3	Math specialist conducts daily pullout intervention for at-risk students in the areas of mathematical understanding in 2nd grade - 5th grade.
1	1	4	ESSER Tutors hired to provide co-teaching and small group instruction based on Essential Standards mastery along with Campus Support Staff and Curriculum & Instruction Coordinators.
1	1	5	Targeted mega labs to model specific instructional practices needed based on teacher input, student data and classroom walkthrough data: Math Workshop & Daily Numeracy Routines
1	1	7	"Design in 5" PLC work will define student literacy learning (Essential Standards), measure student learning (Common Assessments), and respond to current student data (Tier 2 & Tier 3 instruction).
1	2	1	Targeted mega labs provided by Curriculum & Instruction Coordinators to model specific instructional practices needed based on teacher input, student data and classroom walkthrough data: Reading & Phonics Workshop and Science of Teaching Reading Components.
1	2	2	Reading specialist conducts daily pullout intervention for at-risk readers in 2nd grade - 5th grade.
1	2	3	Coordinators' participation in weekly team instructional planning K-5th grade for Math, Literacy, & Science.
2	1	1	Staff will celebrate one another for the good work they have done by completing a Google Form called "Staff Shout Outs" and these will be shared weekly in the staff newsletter. The number of Staff Shout Outs will increase through email reminders and campus-wide experiences.
2	1	2	Campus Administration, Curriculum & Instruction, and campus staff will utilize feedback instruments to share feedback with classroom teachers during classroom visits.
2	1	3	Regulation strategies modeled and reinforced during professional learning, including staff appreciation moments, to support staff engagement and opportunities for professional learning for transfer to classroom practices.
2	1	4	Guiding Coalition leads staff meeting Data Digs for Math, Literacy, and Science student data to reinforce and celebrate strong instructional practices.

Campus Funding Summary

Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Educational Leave Absence for on-campus professional learning		\$5,000.00
1	1	2	Educational Leave Absence for on-campus professional learning		\$5,000.00
1	1	4	Reading Interventionist Position		\$0.00
1	1	5	Educational Leave Absence for on-campus professional learning		\$5,000.00
1	1	6	Classroom Engagement Coach Position		\$75,000.00
1	1	7	Educational Leave Absence for on-campus professional learning		\$5,000.00
1	2	1	Educational Leave Absence for on-campus professional learning		\$3,000.00
1	2	2	Reading Interventionist Position		\$0.00
Sub-Total					\$98,000.00

Denton Independent School District
Ann Windle School for Young Children
2023-2024 Improvement Plan



Windle
School for Young Children

Mission Statement

At Ann Windle School for Young Children, our mission is to grow independent lifelong learners in a supportive environment.

Vision

In partnership with our families and community, our focus is to develop the whole child so they reach their fullest potential.

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Guiding Outcome 1: Teaching & Learning - In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	12
Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of 14 diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The largest need that surfaced from the committee meetings during 2022-2023 revolved around student behavior. The committee determined that the campus needs a behavior framework and professional development needs to occur for all staff members for collective understanding. Additionally, the input of the committee was that the behavior framework needs to be developmentally and culturally appropriate for the population of students we serve on the Windle campus.

The committee then determined that engaging and involving our families was a need, and has continued to be a need, as many of our families only attend Windle for one year. There was an alignment in the conversations of engaging families and student behavior, as the committee determined resources, ideas, and strategies for behavior could be shared with families via Seesaw, parent conferences, home visits, and/or parent education classes throughout the year.

Demographics

Demographics Summary

The Ann Windle campus serves approximately 300 Pre-Kindergarten age students each year. There are 18 classrooms, which are composed of 5 bilingual gen ed, 10 monolingual gen ed, and 3 special education learning environments. The Windle campus is also the only campus in Denton ISD that houses the Head Start program, and the only campus in the region that houses Deaf Education for Pre-Kindergarten students. Of our 300 students, 193 of them qualify for Head Start, which is a federally funded program. 11 of our 18 classrooms at Windle are for our Head Start program. Each classroom at Windle serves a mixture of 3 and 4-year-old students.

For the 2023-2024 school year, as of September 20th, 259 students on the Windle campus qualify for free or reduced lunch, and our current enrollment for this date is 285 students. This equates to 91% of our student population bringing in a family income that qualifies for this meal program. Our current demographic breakdown of our student population is as follows - Hispanic 41%, African American 40%, Caucasian 13%, and Asian 6%.

All of our general education classrooms have an 18:2 ratio for students to teaching staff, while our special education classrooms each have 3 staff members with the students. The ratios for these 3 classrooms vary based on student eligibility and enrollment.

Demographics Strengths

One strength for our campus is that our Head Start program enrollment is based on the annual grant, so we always know our enrollment for 11 of our classrooms. The grant is currently written for 193 students to be enrolled in the program. This is comprised of 7 monolingual classes and 4 bilingual classes.

Student Learning

Student Learning Summary

Much of the focus for Pre-Kindergarten age students is on exposing them to the school setting, routines, expectations, and increasing their development in foundational literacy skills. Many of our students come from environments where trauma has occurred, or is occurring, so there are multiple layers of supporting the needs of the student before true academic growth is seen. Quite specifically, behavior significantly impacts our students and can impede learning. As a result, the teachers at Windle spend a great amount of time modeling, guiding, and implementing practices that help promote students feeling and being safe at school. We see larger academic gains with students who attend Windle at ages 3 and 4, as the consistency and positive relationships carry over into their year two of learning.

Student Learning Strengths

Academic gains with students who attend two years in Pre-Kindergarten at Windle.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Behavior impedes learning, as many students lack self-regulation skills when they enroll at Windle. **Root Cause:** There is not a campus-wide behavioral framework at Windle, so there are not consistent strategies being utilized with students to assist in the growth and development of their emotional regulation skills.

School Processes & Programs

School Processes & Programs Summary

During the 2022-2023 school year, the Windle campus focused heavily on processes, programs, and systems. We implemented the DMTSS process for students, a process for documenting interventions and protocols for supporting students if a further referral was deemed necessary, created a campus needs assessment committee to determine goals for the campus and met regularly to discuss plans/priorities, and conducted foundational professional development on professional learning communities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior drives much of the work we are conducting at Windle with regard to systems and processes. **Root Cause:** The lack of behavior training and a collective understanding of appropriate behavior interventions/strategies creates inconsistency across the campus for supporting the needs of the students.

Perceptions

Perceptions Summary

A campus needs assessment committee was created and met throughout the second semester of the 2022-2023 school year. During these meetings, the data sources that were reviewed included campus employee engagement surveys, Head Start parent surveys, campus surveys regarding behavior, attendance data, volunteer data, and Head Start community assessment data. In May, campus needs were determined, prioritized, and goals were established.

Perceptions Strengths

The following strengths were determined from the data reviewed:

- Increase in attendance rates during second semester
- Employee Engagement increased on every question from the 2021-2022 school year to the 2022-2023 school year
- Large participation in Head Start parent surveys

Priority Problem Statements

Problem Statement 1: Behavior impedes learning, as many students lack self-regulation skills when they enroll at Windle.

Root Cause 1: There is not a campus-wide behavioral framework at Windle, so there are not consistent strategies being utilized with students to assist in the growth and development of their emotional regulation skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student behavior drives much of the work we are conducting at Windle with regard to systems and processes.

Root Cause 2: The lack of behavior training and a collective understanding of appropriate behavior interventions/strategies creates inconsistency across the campus for supporting the needs of the students.

Problem Statement 2 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- 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

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:





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

Performance Objective 1: Through the creation and implementation of a campus behavioral framework, we will see a 15% increase of "on-level" reporting in the "Self Regulation Skills - Emotional Control" competencies of the report card from September 2023 until May 2024.

Evaluation Data Sources: District Report Cards; MTSS Meeting Minutes and Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Campus Needs Assessment to determine greatest needs at Windle for the 2023-2024 school year. Strategy's Expected Result/Impact: To determine and prioritize needs. Staff Responsible for Monitoring: Campus Needs Assessment Committee Members	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Review behavioral framework options that align with district. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop professional development plan in alignment with DISD Pre-Kindergarten for the 2023-2024 school year. Strategy's Expected Result/Impact: Aligned Professional Development Plan Staff Responsible for Monitoring: Administration and DISD PK Coaching Team	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Attend Conscious Discipline training sessions in June and July 2023. Strategy's Expected Result/Impact: Deepen understand of behavioral framework. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Purchase Conscious Discipline site license to ensure all staff members have access to needed resources throughout the 2023-2024 school year. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop and provide professional development plan for the campus in alignment with DISD PK plan. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Create focus plan for behavioral framework implementation in school year 2023-2024. Strategy's Expected Result/Impact: Creation of Focus Plan and Campus Visuals Staff Responsible for Monitoring: Administration and Staff Members	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Create master schedule to ensure PK, Head Start, Special Education, and Bilingual Teachers have common planning/collaboration time with a content partner. Strategy's Expected Result/Impact: Protected time for collaboration on strategies Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Create Monthly Meeting Schedule for MTSS Meetings Strategy's Expected Result/Impact: Completion of schedule Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Conduct monthly learning meetings with staff to continue collective understanding of Conscious Discipline strategies, collaborate and reflect on current implementation, and hold celebrations. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May

Strategy 11 Details	Formative Reviews		
Strategy 11: Conduct regular classroom walkthroughs to observe implementation of strategies with students. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Provide modeling and coaching for teachers and co-teachers to support their growth and development in strategy implementation. Staff Responsible for Monitoring: Behavior Specialist; Educational Specialist; Administration; Counselor	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
Strategy 13: Hold quarterly progress monitoring of report card data, as well as MTSS Meeting data, to determine if progress toward campus goal is being met and if intervention data is indicating success. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:





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

Performance Objective 1: Through regular engagement and involvement of Ann Windle families, we will create a positive and welcoming environment and see a 20% increase in our volunteer hours from the 2022-2023 school year.

Evaluation Data Sources: Monthly Volunteer Hours; Calendar of Campus Events; Seesaw Weekly Classroom Reports; Calendar of Parent Education Classes; Sign-In Sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct a Parent Survey in July/August for Head Start to determine what the greatest needs are for resources, classes, and trainings.</p> <p>Strategy's Expected Result/Impact: List to determine top needs across the campus for families.</p> <p>Staff Responsible for Monitoring: Administration; Head Start Program Team</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold Head Start Parent Orientation and Academic Information Nights in August.</p> <p>Strategy's Expected Result/Impact: Build relationships and discuss involvement opportunities for the school year</p> <p>Staff Responsible for Monitoring: Administration; Head Start Program Team; Teachers</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Set out parent committee, policy council, and volunteer interest forms during parent information nights.</p> <p>Strategy's Expected Result/Impact: Parent interest in campus committees</p> <p>Staff Responsible for Monitoring: Administration; Teachers</p>	Formative		
	Dec	Mar	May

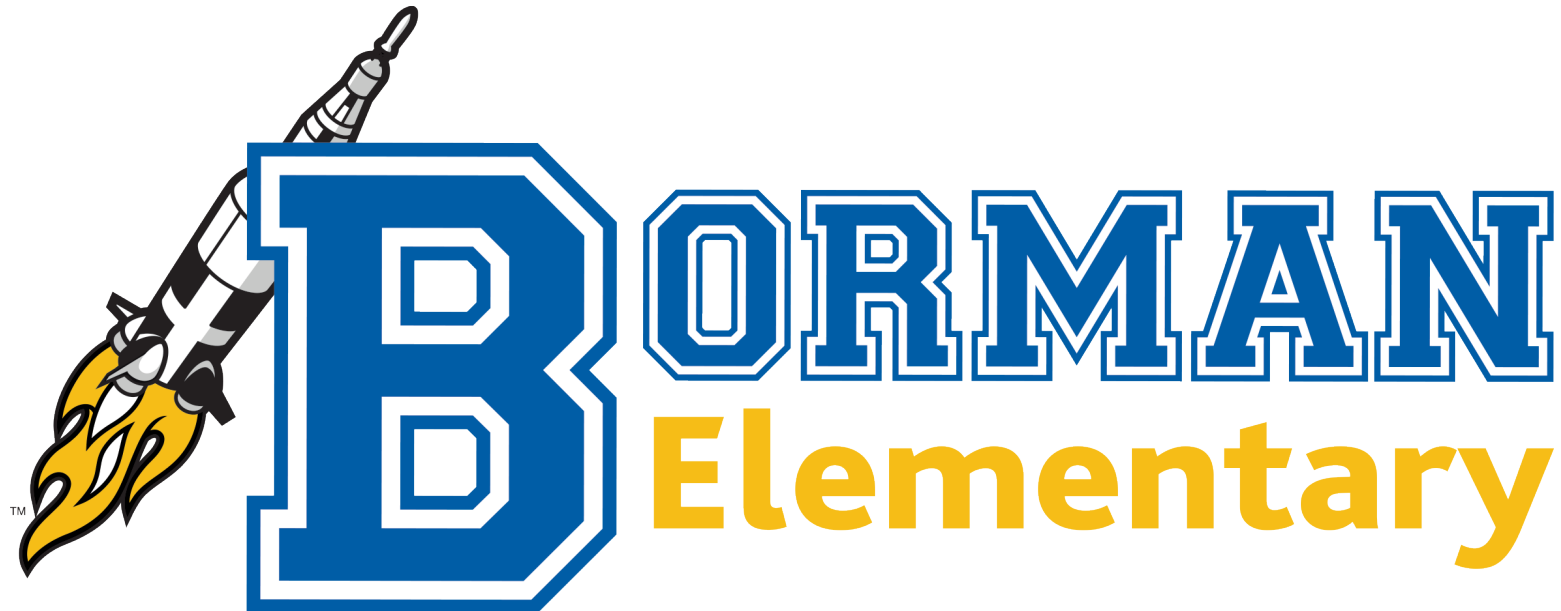
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hold Campus Events Planning Committee Meetings to discuss holding one family event per month for involvement. These include Grandparent's Day, Literacy Night, Academic Nights, Cinco de Mayo, Hispanic Heritage Month, Black History Month, Field Day, STEM Night, and Holiday Craft/Books and PJ's Night.</p> <p>Strategy's Expected Result/Impact: Creation of Event Calendar</p> <p>Staff Responsible for Monitoring: Campus Events Planning Committee Members</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Create volunteer logs for teachers, and ask that they utilize them each month for classroom volunteers.</p> <p>Strategy's Expected Result/Impact: Volunteer Hours Logged Each Month</p> <p>Staff Responsible for Monitoring: Classroom Teachers; Administration</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Work with community groups such as United Way to plan parent education classes based on parent needs/surveys.</p> <p>Strategy's Expected Result/Impact: Creation of Parent Education Class Calendar</p> <p>Staff Responsible for Monitoring: Administration; Head Start Program Team</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers conduct weekly posts on Seesaw to communicate classroom and campus events.</p> <p>Strategy's Expected Result/Impact: Higher level of engagement of Seesaw and involvement in events.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Work with campus SEL committee to determine resources, articles, and strategies to share with families from Windle behavior framework.</p> <p>Strategy's Expected Result/Impact: Increased engagement and consistency with families on behavior strategies with students.</p> <p>Staff Responsible for Monitoring: SEL Committee Members; Classroom Teachers</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Hold planning meetings for PTA and Head Start parent committee members for daytime campus events such as Field Day, Fall Festival, and Winter Wonderland.</p> <p>Strategy's Expected Result/Impact: Increased involvement and engagement of families.</p> <p>Staff Responsible for Monitoring: Administration; PTA Board; Head Start Parent Committee</p>	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Create a Monthly Recognition Board for "Top Volunteers at Windle." Strategy's Expected Result/Impact: Recognition of volunteers and increased involvement. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Denton Independent School District

Borman Elementary

2023-2024 Improvement Plan



Mission Statement

Borman Elementary School is committed to empowering each learner to achieve their fullest potential.

Vision

Borman Elementary School 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.

Our School Values

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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- Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 20
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Borman Elementary is an IB World School located within the heart of Denton ISD. We celebrated Borman's 50th Anniversary in March of 2020, marking five decades of service to the families of our community. Our school sits within a tight-knit and thriving neighborhood, and we are surrounded by locally owned businesses. We partner with our local business community through programs like, "Borman Loves Local," where we highlight community businesses and encourage our families and staff to shop, dine, and enjoy their services. We have strong partnerships with our local universities, including programs such as UNT TAMS and TWU Pioneers.

We serve a diverse population of learners, with rich cultural, language, and family heritage backgrounds. 43% of our students qualify for Bilingual or ESL services, and 100% of our students have the benefit of attending Spanish Language class through our IB World Language program. Borman Elementary qualifies to receive Title I support. For the 2022-23 school year, 83% of our students qualified to receive meal assistance through the school, and 64% of our students meet the State criteria to be deemed "At Risk." With this responsibility as a driving motivator our school staff takes seriously the mission of providing the best possible learning experiences for our students. Our staff are a diverse group in terms of background, culture, gender, race, and ethnicity. A commonality among all staff is the focus on student learning and overall well-being. We are a staff that focuses on belonging and connection with students and families.

Student leadership is a priority for Borman, and fueling student agency is a missional driver. We work in close collaboration with our district, receiving regular support from the Curriculum Division, including the Bilingual / ESL Department and Special Education Department. Our Borman parents are our biggest partners in serving our students. Strong connections with our families are a huge focus for our school. We have a small, but mighty PTA, with 100% of our school staff and a strongly committed group of parents serving as PTA leaders. Borman is known for having served multiple generations of our local families, and for cultivating young teachers through strong participation in the Denton TEACH program. Borman is a family-oriented, warm, and welcoming school with a focus on connection with our community.

Demographics Strengths

Diversity of our student body and community

Strong local connections with community

Multi-generational presence

Strong partnerships with district and universities

International Baccalaureate (IB) program serves diverse student and family population

Student Learning

Student Learning Summary

Beginning in the 2021-2022 school year, the focus for all grade levels at Borman Elementary was a year's growth or more in reading. Monitoring this progress accurately requires multiple factors:

- Accurate Pre-Assessment
- Multiple sources of data to triangulate information
- Check points to provide formative assessment of progress
- Tools to determine what next instructional steps to take with specific assessment information
- Calibrated guidance for teachers to set and measure goals

These are sources of data used by Borman Elementary staff:

- ELI/SELI data
- ISIP
- Imagine Learning Assessments
- Units of Study Reading Assessments
- Running Records
- DRA Assessments
- Locally developed Common Assessments
- Reading Level progressions
- STAAR data
- Attendance

74% of students made a year or more growth in regards to reading. Students that did not make a year's growth had difficulty in the area of attendance. Low attendance percentage had a direct correlation with low STAAR performance, and lack of reading progress.

Borman Data Binder: <https://docs.google.com/spreadsheets/d/1317rEKyD2gOvGJ6i9mL2pqfypvNdhmjOqu3tlkJOVdI/edit?usp=sharing>

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students not making a year's or more growth in reading. **Root Cause:** Poor attendance and lack of parent support, stability, and economic success.

School Processes & Programs

School Processes & Programs Summary

Areas of Focus for Borman Elementary:

Instruction and Curriculum:

- IB
- Bilingual Education
- Special Education
- Assessment for Learning PD
- PLC
- Attendace

Personnel, Organizational, Administrative:

- Retaining high quality staff
- Recruitment of experienced, high quality staff
- Borman Marigold Mentor Program for 1st year and new to Borman staff

Perceptions

Perceptions Summary

Borman Elementary culture is being built on a foundation of mutual trust, with these necessary facets:

- Benevolence, Caring, Good Will
- Honesty
- Openness
- Reliability
- Competence

Staff are surveyed to determine common values and beliefs. The following statements emerge as common values and beliefs:

We believe that all children deserve our best.

We believe all children are capable of learning at high levels.

We believe that we are best able to teach when our approach is collaborative.

We value staff and student agency.

We value partnership with parents and our community.

We Are In This Together!

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- 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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Every student at Borman Elementary will make a year or more growth in their reading, as evidenced by comparison of BOY, MOY, and EOY data sources. Students will be on grade level by the end of 2nd and 5th grades.

Evaluation Data Sources: DRA Assessments

Locally developed Common Assessments

STAAR data





TxKea

iReady

CLI Engage

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.) What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it?</p> <p>Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.</p> <p>Strategy's Expected Result/Impact: Every student at Borman Elementary will make a year or more growth in their reading, as evidenced by comparison of BOY, MOY, and EOY data sources. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff, Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Early Grades Instructional Coach hired to support Pre K - 2nd grade teachers: Highly qualified, experienced early grades specialist will provide on-going support, professional guidance, planning assistance, modeling, learning partnership, etc. to classroom teachers in Pre K - 2nd Grade.</p> <p>Strategy's Expected Result/Impact: Teachers will receive support enabling them to grow professionally in positively impacting students' early literacy and problem solving skills. Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Salary for Early Grades Instructional Coach - Title I, Part A - \$60,000</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around literacy key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, and Educational Leave time will be devoted to supporting staff in their professional learning.</p> <p>Strategy's Expected Result/Impact: Teachers will continuously add to their knowledge and experience, resulting in positive impact on students' literacy and problem solving progress.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Ed Leave Days; Professional Development Trainings; Professional Books and resources - Title I, Part A - \$6,750</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.</p> <p>Strategy's Expected Result/Impact: Effective teachers designing learning aligned to IB standards, TEKS, and prioritizing curriculum based on student academic needs.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted planning using quality instructional resources in order to deliver intentional TIER 1, 2, and 3 instructional best-practices.</p> <p>Strategy's Expected Result/Impact: Teachers being able to provide intentional TIER 1, 2, and 3 instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Intervention and Enrichment: TIER Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom. Students who qualify under HB4545/1416 will receive 30 hours of documented intervention. ESSR Tutors will be utilized in providing intervention for students in 4th and 5th grades who were not successful on STAAR Reading.</p> <p>Strategy's Expected Result/Impact: Individualized support for every learner to progress steadily in literacy development and problem solving.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Support Staff; Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: ESSR Tutors - At-Risk (SCE) - \$17,500</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: Math Goal:

By the end of 2nd grade, all students will be on level in regards to Addition and Subtraction for the Primary Numeracy Assessment. By the end of 5th grade, all students will be on level in regards to multiplication and division Multiplicative Thinking Assessment.

HB3 Guiding Outcome

Evaluation Data Sources: Primary Numeracy Assessment (K-2)

Multiplicative Thinking Assessment (3-5)





Bridges Intervention Curriculum

Locally developed Common Assessments

iReady

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.) What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it?</p> <p>Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.</p> <p>Strategy's Expected Result/Impact: Every student at Borman Elementary will leave 2nd grade having mastered addition and subtraction as evidenced by the Primary Numeracy Assessment (PNA). Every student at Borman Elementary will leave 5th grade having mastered multiplication and division as evidenced by the Multiplicative Thinking Assessment (MTA). Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff, Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
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	Dec	Mar	May

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<p>Strategy 3: Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, and Educational Leave time will be devoted to supporting staff in their professional learning.</p> <p>Strategy's Expected Result/Impact: Teachers will continuously add to their knowledge and experience, resulting in positive impact on students' math fluency, and problem solving progress.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Ed Leave Days; Professional Development Trainings; Professional Books and resources - Title I, Part A - \$6,750</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.</p> <p>Strategy's Expected Result/Impact: Effective teachers designing learning aligned to IB standards, TEKS, and prioritizing curriculum based on student academic needs.</p> <p>Staff Responsible for Monitoring: IB Coordinator, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: targeted planning using quality instructional resources in order to deliver intentional TIER 1, 2, and 3 instructional best-practices. Needed classroom resources for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Supplying teachers with the classroom resources they need will provide opportunity for high levels of learning progress in students.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, School Secretary</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Formative		
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	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: We will create a school-wide environment focused on building positive relationships and a community that is supportive and culturally responsive.

Evaluation Data Sources: Monitoring data, including office referrals and outcomes (orange dot visits), Rhithm student data, and feedback from students, parents, and teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SEL Facilitator: Borman Elementary, in partnership with Denton ISD Counseling Services, will provide a counselor with specific expertise in Social Emotional Learning practices and resources. The SEL Facilitator will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.</p> <p>Strategy's Expected Result/Impact: We will achieve our goal by doing the following: Train and provide ongoing support for teachers and school staff regarding steps for conflict resolution and use of restorative circles. Teach students conflict resolution skills via morning meeting lessons and guidance curriculum. Implement peace places throughout the campus for structured practice of conflict resolution skills. Implement CHAMPS strategies to provide structure and routine in community spaces.</p> <p>Staff Responsible for Monitoring: SEL Facilitator; Administrators; Counselor; CIS Coordinator, CIS After-School Coordinator; IB Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: SEL Facilitator - Title I, Part A - \$15,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, baby-doll circle time, activities, and specific questions for circle discussion will be provided to every classroom teacher.</p> <p>Strategy's Expected Result/Impact: Over time, these lessons will build capacity within our staff and students to regulate emotion, understand themselves and each other in more meaningful ways, and to respond to situations in healthy, reasonable ways.</p> <p>Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; Teachers; Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Resources Needed - Title I, Part A - \$60,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SEL Response Team: An SEL Response Team and back up staff member will be made available to every teacher for the ability to respond when a need arises within the classroom. These professionals with expertise in de-escalation, trauma informed response, and restorative practices will provide in the moment support for the student, teacher, or class, depending on the immediate need.</p> <p>Strategy's Expected Result/Impact: Teachers and students have support for emotional regulation throughout the school day. Supervised, planned attention can be given without delay and based on urgency, resulting in a calmer, safer, more productive school environment.</p> <p>Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; CIS After-School Coordinator; Administrators; Teachers; Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School Clubs All students in grades Kindergarten - 5th Grade will have the opportunity to participate in an extra-curricular club opportunity.</p> <p>Strategy's Expected Result/Impact: Student agency, leadership skill, highlighting unique interests and cooperative practices will be fostered through participation in clubs.</p> <p>Staff Responsible for Monitoring: CIS Coordinators; Teacher Volunteers; Administrators; TAMS Students, CIS Mentors, Robson Ranch Mentors, and High School Mentors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.)What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it? Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.
1	1	2	Title I Early Grades Instructional Coach hired to support Pre K - 2nd grade teachers: Highly qualified, experienced early grades specialist will provide on-going support, professional guidance, planning assistance, modeling, learning partnership, etc. to classroom teachers in Pre K - 2nd Grade.
1	1	3	Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around literacy key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, and Educational Leave time will be devoted to supporting staff in their professional learning.
1	1	4	IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.
1	1	5	Targeted planning using quality instructional resources in order to deliver intentional TIER 1, 2, and 3 instructional best-practices.
1	1	6	Intervention and Enrichment: TIER Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom. Students who qualify under HB4545/1416 will receive 30 hours of documented intervention. ESSR Tutors will be utilized in providing intervention for students in 4th and 5th grades who were not successful on STAAR Reading.
1	2	1	PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.)What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it? Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.
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Guiding Outcome	Objective	Strategy	Description
1	2	4	IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.
1	2	5	argeted planning using quality instructional resources in order to deliver intentional TIER 1, 2, and 3 instructional best-practices. Needed classroom resources for teaching and learning.
1	2	6	Intervention and Enrichment: TIER Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom. Students who qualify under HB4545/1416 will receive 30 hours of documented intervention. ESSR Tutors will be utilized in providing intervention for students in 4th and 5th grades who were not successful on STAAR Math.
2	1	1	SEL Facilitator: Borman Elementary, in partnership with Denton ISD Counseling Services, will provide a counselor with specific expertise in Social Emotional Learning practices and resources. The SEL Facilitator will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.
2	1	2	SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, baby-doll circle time, activities, and specific questions for circle discussion will be provided to every classroom teacher.
2	1	3	SEL Response Team: An SEL Response Team and back up staff member will be made available to every teacher for the ability to respond when a need arises within the classroom. These professionals with expertise in de-escalation, trauma informed response, and restorative practices will provide in the moment support for the student, teacher, or class, depending on the immediate need.
2	1	4	School Clubs All students in grades Kindergarten - 5th Grade will have the opportunity to participate in an extra-curricular club opportunity.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.)What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it? Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.
1	1	3	Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around literacy key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, and Educational Leave time will be devoted to supporting staff in their professional learning.
1	1	4	IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.
1	1	5	Targeted planning using quality instructional resources in order to deliver intentional TIER 1, 2, and 3 instructional best-practices.
1	1	6	Intervention and Enrichment: TIER Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom. Students who qualify under HB4545/1416 will receive 30 hours of documented intervention. ESSR Tutors will be utilized in providing intervention for students in 4th and 5th grades who were not successful on STAAR Reading.
1	2	1	PLC Work: Timely: Weekly meetings to focus on 4 critical PLC questions: 1.)What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it? Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials. Communication: Another result will be that all parties will be in the know in time to support and act. Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.
1	2	3	Professional Development Focus: Teachers will be provided with ongoing opportunity for professional development around key concepts. These focus areas include the teaching of reading, overall literacy development, high quality teaching, effective assessment for learning, high impact strategies. The method of PD will include job-embedded opportunities such as Mega Lab work, District Cadre Work, and Educational Leave time will be devoted to supporting staff in their professional learning.
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1	2	5	argeted planning using quality instructional resources in order to deliver intentional TIER 1, 2, and 3 instructional best-practices. Needed classroom resources for teaching and learning.

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2	1	3	SEL Response Team: An SEL Response Team and back up staff member will be made available to every teacher for the ability to respond when a need arises within the classroom. These professionals with expertise in de-escalation, trauma informed response, and restorative practices will provide in the moment support for the student, teacher, or class, depending on the immediate need.
2	1	4	School Clubs All students in grades Kindergarten - 5th Grade will have the opportunity to participate in an extra-curricular club opportunity.

State Compensatory

Budget for Borman Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Borman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carmen Colon	DLL Teacher	1
Claire Biggs	Reading Recovery Teacher	1
Kristin Cullen	Math Intervention Specialist	1
Sarah Renteria	Reading Intervention Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Davis	Pre K-2 Instructional Coach	Pre K - 2 Instruction	1.0
Meggan Havelka	SEL Coach	Social Emotional Learning/Counseling	.33

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSR Tutors		\$17,500.00
1	2	6	ESSR Tutors		\$17,500.00
Sub-Total					\$35,000.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salary for Early Grades Instructional Coach		\$60,000.00
1	1	3	Ed Leave Days; Professional Development Trainings; Professional Books and resources		\$6,750.00
1	1	5			\$5,000.00
1	2	2	Salary for Early Grades Instructional Coach		\$60,000.00
1	2	3	Ed Leave Days; Professional Development Trainings; Professional Books and resources		\$6,750.00
1	2	5			\$5,000.00
2	1	1	SEL Facilitator		\$15,000.00
2	1	2	Resources Needed		\$60,000.00
Sub-Total					\$218,500.00

Denton Independent School District
Evers Park Elementary
2023-2024 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.

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 con
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.

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

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

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Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	20
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On May 22, 2023, the Evers Park Guiding Coalition met for our annual Leadership Retreat and established goals for the 23-24 school year.

Demographics

Demographics Summary

Evers Park is enriched by our highly diverse student population. It includes 43 % Hispanic, 25% White, 24% African American, and 8% Other. It is a neighborhood school nestled in a community that is just as diverse, surrounded by homes and the Evers Park ballpark fields. Over a number of years, the enrollment had been steady with Evers having 569-586 students. This year, there was a significant increase in enrollment with an average of 92-100 more students in grades K-5. At 36 years old, Evers is one of the original schools that is part of the Heart of Denton and is in close proximity to two universities, University of North Texas and Texas Woman's University.

Enrollment Comparison:

2022-2023 - 664

2021-2022 - 572

2020-2021 - 569

2019-2020 - 586

2018-2019 - 576

2017-2018 - 577

Evers Park is a one-way dual language school that also houses a variety of other special programs that include EXPO (Gifted and Talented), Dyslexia, Special Education

Special Program Demographics:

ELL - 25%

SPED - 12%

EXPO - 6%

Dyslexia - 4%

Section 504 - 7%

Additionally, Evers Park serves 39 (4%) students who are identified as homeless. 73% of the student population qualify for free or reduced lunch.

Evers provides an excellent education to students who are identified as at risk as identified through our Multi Tiered System of Supports (MTSS/RtI). This makes up approximately 22% (147) of the student population.

STAFF QUALITY, RECRUITMENT AND RETENTION

New teachers are currently supported by their team mentors which is traditionally team leads. This year we have a campus mentor liaison who attends district training in support of new teacher onboarding and brings that new knowledge to grade level leads. We also have support from campus and district specialists/coaches. New teachers were also required to attend the Beginning Teacher's Academy.

Teachers have had access to campus specialists and coaches, as well as outside tutor support.

Demographics Strengths

Evers Park continues to recruit A-Team Tutors to support with enrichment as well as intervention.

Our system for identification of students has results in an increase in special programming for students. While Evers has had an increase in student enrollment, the systems that are in place to identify students has been sustainable.

Evers Park is rich in diversity which serves as a good representation our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While our enrollment continues to grow, so do our student needs. This makes it a challenge to address all academic and behavioral needs. **Root Cause:** High mobility makes it difficult at time to "get anywhere" with students. Students who are new to Evers Park have a learning gap. Our support staff is spread thin as the student need increases.

Problem Statement 2: Evers Park has had a growing number of teachers due to increased enrollment as well as teacher turnover. This has made it challenging to support all new staff at the level we would like to. **Root Cause:** Adding new staff every year regardless of reason is challenging to the people who support them. Getting them the right training/information on an "as needed" basis without overwhelming them is difficult.

Student Learning

Student Learning Summary

- Our area of focus is for students to make one year's growth in reading and math. We also desires for students to not only grow on year's growth, but to be on-level in reading and math by May 2024.
- We are focusing on strengthening our Core 1 Instruction and will be utilizing the Evers Park Blueprint Process to identify essentials, development of common formative assessment, provide intentional and targeted Tier 1 instruction, provided daily guided reading, utilize the workshop model, and will intentionally progress monitor using campus and grade-level scorecard.
- DMTSS and the Essentials Cycles help identify students needing Tier 2 and Tier 3 Intervention.
- Grade Levels utilize Data Trackers
- Master Schedule allows for each grade level to have a targeted time to provide intervention without pulling from Tier 1 Core Instruction.

Student Learning Strengths

- DMTSS Process and Essentials Cycles
- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Data-driven discussions focused on Essentials Cycles to determine next steps for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is still a significant number of students at Evers Park Elementary who are not reading on grade level by the end of the year. K: 63% 1: 65% 2: 58% 3: 54% 4: 63% 5: 53% **Root Cause:** There continues to be a lack of consistently moving students to the next level. Students are being kept on the same level for too long. Progress monitoring and goal-setting needs to be honed in on even more than it already is. Teachers need the resources to ensure students are reading high quality, high interest books.

School Processes & Programs

School Processes & Programs Summary

Evers Park has instructional support available to teachers: K-2 Literacy Support (Reading Recovery), K-2 Literacy Support in Spanish (DLL), 3-5 Reading Interventionist, Reading and Math Specialist who serve in intervention for 50% of their day, Bilingual Support teacher, and a coach. Evers Park is also committed to supporting student's social and emotional needs through our Eagles Supporting Eagles montly sessions.

Our school has a strong and well defined PLC structure. This includes: a cycle structure where we focus on data analyzation and assessment writing with a strong emphasize on essential standards.

The majority of staff meetings were devoted to learning time or application.

1/2 Day PLCs provided opportunities for some teachers to work on Reading Academy. Teachers in grades 3-5 had vertical Math and Reading PLCs where they worked on alignment of essential standards.

Teachers have an opportunity to participate in job embedded training through lab work for Reading, Writing and Math.

Evers Park has a strong and streamlined MTSS process. Each student had a meeting 3 times throughout the year. Teachers progress monitored after every essentials round.

School Processes & Programs Strengths

Evers Park has instructional support available to teachers: K-2 Literacy Support (Reading Recovery), K-2 Literacy Support in Spanish (DLL), 3-5 Reading Interventionist, Reading and Math Specialist who serve in intervention for 50% of their day, Bilingual Support teacher, and a coach.

Our school has a strong and well defined PLC structure. Denton ISD focusing on PLC structure is a good support in our efforts to create high functioning PLCs and PLTs. This year, the district provided administrators as well as guiding coalition members specalized PD with Dr. Cruz.

Teachers have a wealth of resources to use.

All staff meetings are learning meetings.

Teachers have an opportunity to participate in job embedded training through lab work for reading.

Evers Park has a strong and streamlined MTSS process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Evers Park recognizes a need to revise school-wide systems in order to meet the needs of a growing school population. **Root Cause:** What worked before is no longer meeting the needs of our school due to an increase in enrollment.

Perceptions

Perceptions Summary

Evers Park recognizes the need for teacher buy in and in response has offered multiple opportunities to engage in solution seeking. In addition, the Gallup Engagement survey that was originally distributed in October was given again in May. There was also a separate survey created that allowed us to see if there were any trends on time of year as well as situational influences that might have impacted how teachers were feeling at the BOY.

Evers Park rewrote the school mission, vision and values (also included a motto).

Perceptions Strengths

Staff has engaged in work to unify and provide input on areas that impact our school's community day to day outcomes. All staff have had the opportunity to collaborate on school improvement topics.

Solution Seeking sessions, while optional, had at least one representative for every grade level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While we have provided opportunities, these were optional so not all staff has engaged in the conversations or collaboration opportunities. **Root Cause:** Sessions were optional an extension of the school day so being able to built time in during the school day, would create more opportunity for all to engage.

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- 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 (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in Reading and end the year On-Level. This will be evidenced by:

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

Para mayo de 2024, la Escuela Primaria Evers Park se concentrara en garantizar que todos los estudiantes logren un crecimiento de un ano en Lectura y terminen el ano a su nivel. Esto se evidenciara por:

- *Kindergarten: 95% en el nivel con 1% o menos en riesgo
- *Primer grado: 95% a nivel con 1% o menos en riesgo
- *Segundo grado: 95% al nivel con 5% o menos en riesgo
- *Tercer grado: 90% al nivel con 5% o menos en riesgo
- *Cuarto grado: 90% al nivel con 5% o menos en riesgo
- *Quinto grado: 90% al nivel con 5% o menos en riesgo

High Priority





HB3 Guiding Outcome

Evaluation Data Sources: I-Ready Reading Diagnostic: BOY, MOY, EOY
District Assessments
Elementary Reading Correlations Chart
Fountas and Pinnell - Monolingual Measure

DRA - Bilingual Measure
STAAR Data for Grades 4,5
Essentials Data Tracker

Diagnostico de lectura I-Ready: NINO, MOY, EOY
Evaluaciones del distrito
Tabla de correlaciones de lectura primaria
Fountas y Pinnell: medida monolingue
DRA - Medida Bilingue
Datos STAAR para los grados 4 y 5
Rastreador de datos esenciales

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize bi-monthly PLTs (Professional Learning Teams) to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Los maestros utilizaran PLT (Equipos de Aprendizaje Profesional) bimensuales para identificar los elementos esenciales del nivel de grado, desglosar TEKS para crear objetivos de aprendizaje trimestrales en alfabetización, crear evaluaciones comunes, revisar los datos de los estudiantes en relación con el aprendizaje esencial, crear grupos de intervención y enriquecimiento, y monitorear progreso estudiantil utilizando la hoja de datos de nivel de grado trimestralmente.</p> <p>Strategy's Expected Result/Impact: We will be able to plan our instruction based on student data Assessments will be developed through team collaboration and will align with instruction and appropriate rigor. Student mastery of essential standards. Strong emphasize on high-yield instructional practices. Alignment of content across grade levels.</p> <p>Podremos planificar nuestra instrucción en función de los datos de los estudiantes. Las evaluaciones se desarrollarán mediante la colaboración en equipo y se alinearán con la instrucción y el rigor apropiado. Dominio del estudiante de los estándares esenciales. Fuerte énfasis en prácticas de instrucción de alto rendimiento. Alineación del contenido en todos los niveles de grado.</p> <p>Staff Responsible for Monitoring: Teacher Leaders Administrators Coaches CIP Progress Monitoring: CLT</p> <p>Líderes docentes Administradores Entrenadores Monitoreo del progreso del CIP: CLT</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Students can read accurately and fluently with comprehension.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EB Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Essentials Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p>Se designara Essentials Time en el cronograma maestro para cada grado para brindar intervencion y enriquecimiento a los estudiantes diariamente. Las intervenciones y extensiones se llevaran a cabo en el aula; sin embargo, algunos estudiantes se beneficiaran del tiempo con nuestros intervencionistas fuera del aula.</p> <p>Strategy's Expected Result/Impact: Time is carved out for teachers and support staff to address learning gaps as well as enrichment for students in a time outside of their Tier 1 instruction.</p> <p>Se reserva tiempo para que los maestros y el personal de apoyo aborden las brechas de aprendizaje y el enriquecimiento de los estudiantes en un tiempo fuera de su instruccion de Nivel 1.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Equipo de liderazgo del campus</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By May 2024, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in math and end the year On-Level.

- *K-2nd Grade: Primary Numeracy Assessment - 90% of students ending the year On-Level
- *2nd - 5th Grade: 90% of students show one-year's growth on I-Ready Math EOY Diagnostic

Para mayo de 2024, la Escuela Primaria Evers Park se concentrara en garantizar que los estudiantes esten al nivel en Matematicas. Esto se evidenciara por:

- *K-5to grado: 90% de los estudiantes dominan los conceptos basicos de matematicas
- *K-2.o grado: Evaluacion de aritmetica primaria: el 90% de los estudiantes terminan el ano a nivel
- *2do - 5to grado: el 90% de los estudiantes muestran un crecimiento de un ano en el Diagnostico EOY de I-Ready Math





High Priority

HB3 Guiding Outcome

Evaluation Data Sources: K-2 Primary Numeracy Assessment
District Math Assessments
I-Ready Math Diagnostic: BOY, MOY, EOY
Campus Formative Assessments
Math STEMscopes

Evaluacion de aritmetica primaria K-2
Evaluaciones de matematicas del distrito
Diagnostico de matematicas I-Ready: BOY, MOY, EOY
Evaluaciones formativas del campus
STEMscopios matematicos

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize bi-monthly PLTs (Professional Learning Teams) to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Los maestros utilizaran PLT (Equipos de Aprendizaje Profesional) bimensuales para identificar los elementos esenciales del nivel de grado, desglosar TEKS para crear objetivos de aprendizaje trimestrales en alfabetización, crear evaluaciones comunes, revisar los datos de los estudiantes en relación con el aprendizaje esencial, crear grupos de intervención y enriquecimiento, y monitorear progreso estudiantil utilizando la hoja de datos de nivel de grado trimestralmente.</p> <p>Strategy's Expected Result/Impact: Students will be on-level in math at the end of the year. Los estudiantes estarán al nivel en matemáticas al final del año.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for students performing below level.</p> <p>Los maestros de los grados K-5 brindarán intervención diaria en los estándares esenciales de matemáticas para los estudiantes que se desempeñan por debajo del nivel.</p> <p>Strategy's Expected Result/Impact: Students will be on-level in math at the end of the year.</p> <p>Los estudiantes estarán al nivel en matemáticas al final del año.</p> <p>Staff Responsible for Monitoring: Math Interventionist and CLT</p> <p>Intervencionista en Matemáticas y CLT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery/DLL teachers through collaborative work.</p> <p>Utilizar el apoyo del especialista en matematicas del campus, el instructor de matematicas, el especialista en lectura y los maestros intervencionistas y de recuperacion de lectura/DLL a traves del trabajo colaborativo.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instructional Practices</p> <p>Attendance Participation in PLCs Increase of teachers accessing instructional support. Increased capacity of ILT members and staff. Mastery of teacher professional goals (impact cycle/instructional support).</p> <p>Practicas de instruccion mejoradas de Nivel 1 Asistencia Participacion en PLC Aumento de maestros que acceden a apoyo educativo. Mayor capacidad de los miembros y el personal del ELI. Dominio de las metas profesionales docentes (ciclo de impacto/apoyo instruccional).</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Equipo de liderazgo educativo</p> <p>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</p> <p>Funding Sources: Reading Interventionist 3-5 - Title I, Part A - 2112-11-00-112-24-000-6100 - \$37,160.10, Math Specialist - Title I, Part A - 2112-11-00-112-24-000-6100 - \$35,628.32, Reading Recovery/K-2 Literacy - State Compensatory Education (SCE) - \$70,000, Reading Interventionist 3-5 - State Compensatory Education (SCE) - \$37,160.10, Math Specialist - State Compensatory Education (SCE) - \$35,628.32, Literacy Support K-2/DLL - State Compensatory Education (SCE) - \$70,000, Reading Specialist - State Compensatory Education (SCE) - \$0</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May of 2024, Evers Park Elementary will effectively implement social-emotional strategies to support self-regulation and promote academic progress in order to maintain a safe and healthy climate.

Para mayo de 2024, la Primaria Evers Park implementara efectivamente estrategias socioemocionales para apoyar la autorregulacion y promover el progreso academico con el fin de mantener un clima seguro y saludable.

High Priority

Evaluation Data Sources: CHAMPS School-Wide Implementation

Restorative Practices Utilized: Relationship Treatment Agreements in All Classrooms

Calm Corners Created in Classrooms

Counselor Intervention Data

Office Referral/Discipline Data

School-Wide Academic Data

Implementacion de CHAMPS en toda la escuela

Practicas restaurativas utilizadas: acuerdos de tratamiento de relaciones en todas las aulas





Rincones tranquilos creados en las aulas

Datos de intervencion del consejero

Datos de disciplina/remision a la oficina

Datos academicos de toda la escuela

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development for Teachers: CHAMPS, Restorative Practices, Zones of Regulation Learning for Students: The Essential Eight: framework of skills taught to all students, school-wide through guidance. Kindness (August-September) Tolerance (October) Gratitude (November) Philanthropy (December) Work Ethic (January) Optimism (February) Courage (March) Leadership (April-May)</p> <p>Desarrollo Profesional para Maestros: CHAMPS, Practicas Restaurativas, Zonas de Regulacion Aprendizaje para estudiantes: Los ocho esenciales: marco de habilidades que se enseñan a todos los estudiantes, en toda la escuela a traves de orientacion. Amabilidad (agosto-septiembre) Tolerancia (octubre) Gratitud (noviembre) Filantropia (diciembre) Etica laboral (enero) Optimismo (febrero) Coraje (marzo) Liderazgo (abril-mayo)</p> <p>Strategy's Expected Result/Impact: Students will be equipped with the "soft skills' that are important in creating a well-rounded citizen for their years beyond the classroom walls.</p> <p>Los estudiantes estaran equipados con las "habilidades interpersonales" que son importantes para crear ciudadanos integrales para sus anos mas alla de las paredes del aula.</p> <p>Staff Responsible for Monitoring: Counselors Consejeras</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Master Schedule includes a daily SEL time where teachers have a morning meeting, circle, or a targeted lesson based on a need.</p> <p>El Horario Maestro incluye un tiempo SEL diario donde los maestros tienen una reunion matutina, un circulo o una leccion especifica segun una necesidad.</p> <p>Strategy's Expected Result/Impact: SEL time will allow the teacher to build community within the classroom and create a safe space for students to take risks.</p> <p>El tiempo SEL permitira al maestro construir una comunidad dentro del aula y crear un espacio seguro para que los estudiantes asuman riesgos.</p> <p>Staff Responsible for Monitoring: Admin+, Guiding Coalition Administrador+, Coalicion Rectora</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evers Park has a student assistance counselor and a Community in Schools Day Program teacher who in collaboration with our school counselor, provides training, lessons/resources and support for Social Emotional Learning practices and resources.</p> <p>Evers Park cuenta con un consejero de asistencia estudiantil y un maestro del Programa Diurno de Comunidad en las Escuelas que, en colaboracion con nuestro consejero escolar, brinda capacitacion, lecciones/recursos y apoyo para practicas y recursos de aprendizaje socioemocional.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to offer effective, research-based SEL lessons to students.</p> <p>Los maestros podran ofrecer a los estudiantes lecciones de SEL efectivas y basadas en investigaciones.</p> <p>Staff Responsible for Monitoring: Counselors Consejeras</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: SAS Salary - Title I, Part A - 2112-31-00-112-24-000-6100 - \$75,025.44</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: By May of 2024, Evers Park Elementary will provide various opportunities for students, teachers, and parents to forge deeper connections.

Para mayo de 2024, la escuela primaria Evers Park brindara varias oportunidades para que los estudiantes, maestros y padres forjen conexiones mas profundas.

High Priority

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

Encuesta de participacion de padres y familias

Encuesta de participacion docente





Comentarios de estudiantes y profesores

Hojas de registro de eventos familiares

Numeros de inscripcion en clubes extracurriculares

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create student engagement opportunities within the school day and outside of school:</p> <p>Fourth & Fifth Grade Choir Fifth Grade Orchestra Safety Patrol News Crew New-Student Lunch Bunch with Counselors Goal Setting for Students both academics and behavior Guitar Ensemble Flag Football GOAL Soccer Club: FC Eagles UNT and DHS Mentors DHS PALS Happy Visits CIS: Day and After-School Programs</p> <p>Crear oportunidades de participacion estudiantil dentro del dia escolar y fuera de la escuela:</p> <p>Coro de cuarto y quinto grado Orquesta de quinto grado Patrulla de seguridad Equipo de noticias Almuerzo para estudiantes nuevos con consejeros Establecimiento de metas para estudiantes tanto academicas como de comportamiento. Conjunto de guitarras Bandera de Futbol GOL Club de Futbol: FC Aguilas Mentores de la UNT y el DHS AMIGOS DEL DHS Felices visitas CIS: programas diurnos y extraescolares</p> <p>Strategy's Expected Result/Impact: Students will feel more connected and engaged with their school community and ultimately grow as a learner.</p> <p>Los estudiantes se sentiran mas conectados y comprometidos con su comunidad escolar y, en ultima instancia, creceran como estudiantes.</p> <p>Staff Responsible for Monitoring: CLT</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create teacher engagement opportunities within the school day and outside of school:</p> <p>Wellness Walks Staff Socials Christmas Breakfast Attending DHS sporting events as a staff Job-embedded professional learning opportunities Solution Seeking Sessions</p> <p>Crear oportunidades de participacion docente dentro de la jornada escolar y fuera de la escuela:</p> <p>Paseos de bienestar Sociales del personal Desayuno de Navidad Asistir a eventos deportivos del DHS como personal Oportunidades de aprendizaje profesional integradas en el trabajo Sesiones de busqueda de soluciones</p> <p>Strategy's Expected Result/Impact: Teachers will feel more engaged with their colleagues which will impact personal and student achievement.</p> <p>Los profesores se sentiran mas comprometidos con sus colegas, lo que repercutira en el rendimiento personal y de los estudiantes.</p> <p>Staff Responsible for Monitoring: CLT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create family engagement opportunities throughout the year including: STEAM Night Fine Arts Showcases Grandparents Week Lunches with Students Quarterly Parents and Principals Coffee Talk Parent Orientations Conferences PTA Meetings Fundraising Opportunities Book Fair Eagle Watch Parent Group</p> <p>Strategy's Expected Result/Impact: Families will be more engaged and connected with the school. Parents will feel knowledgeable and equipped to support their child's learning at home which will culminate in student success.</p> <p>Las familias estaran mas comprometidas y conectadas con la escuela. Los padres se sentiran informados y equipados para apoyar el aprendizaje de sus hijos en casa, lo que culminara en el exito de los estudiantes.</p> <p>Staff Responsible for Monitoring: CLT</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
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State Compensatory

Budget for Evers Park Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Evers Park Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Becky Voight	Literacy Support K-2/Reading Recovery	1
Courtney Lopez	Math Specialist	0.5
Enid Ortez	Literacy Support K-2/DLL	1
Janie Phillips	Reading Specialist	1
Lisa Jones	Reading Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cora Goodman	Impact Counselor	Counseling	1.0
Courtney Lopez	Math Specialist	Math	0.5
Lisa Jones	Reading Interventionist	Reading	0.5

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Reading Interventionist 3-5		\$37,160.10
1	2	3	Literacy Support K-2/DLL		\$70,000.00
1	2	3	Math Specialist		\$35,628.32
1	2	3	Reading Specialist		\$0.00
1	2	3	Reading Recovery/K-2 Literacy		\$70,000.00
Sub-Total					\$212,788.42
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Reading Interventionist 3-5	2112-11-00-112-24-000-6100	\$37,160.10
1	2	3	Math Specialist	2112-11-00-112-24-000-6100	\$35,628.32
2	1	3	SAS Salary	2112-31-00-112-24-000-6100	\$75,025.44
Sub-Total					\$147,813.86

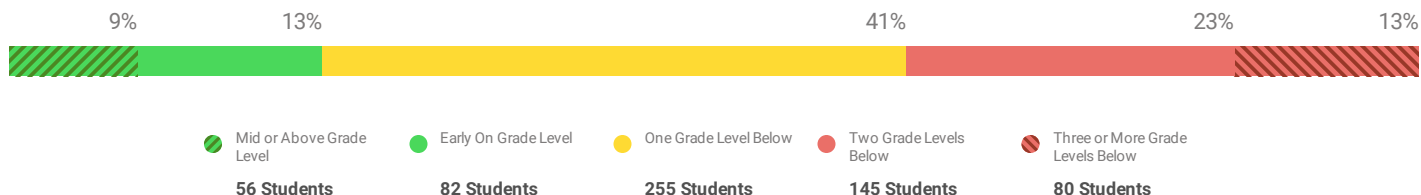
Addendums

Diagnostic Results

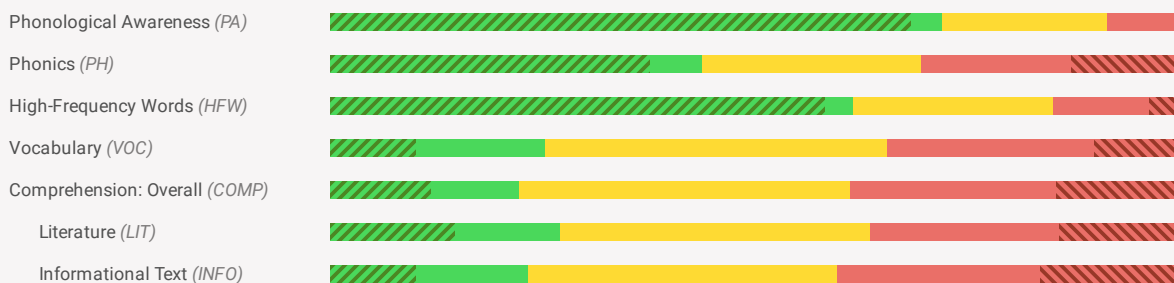
School: EVERS ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Most Recent
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 618/686



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade







Showing 6 of 6

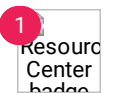
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		6%	8%	87%	0%	0%	89/112
Grade 1		8%	8%	55%	29%	0%	89/113
Grade 2		8%	14%	38%	39%	0%	99/119
Grade 3		11%	17%	20%	35%	17%	118/118
Grade 4		10%	16%	40%	9%	26%	94/95

1 Resource Center badge

Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic Most Recent
Prior Diagnostic None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		11%	15%	22%	24%	28%	129/129

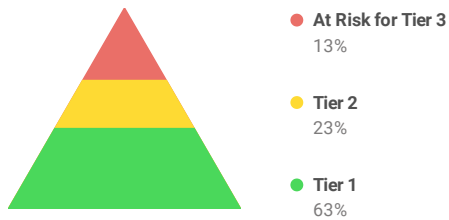


Diagnostic Results

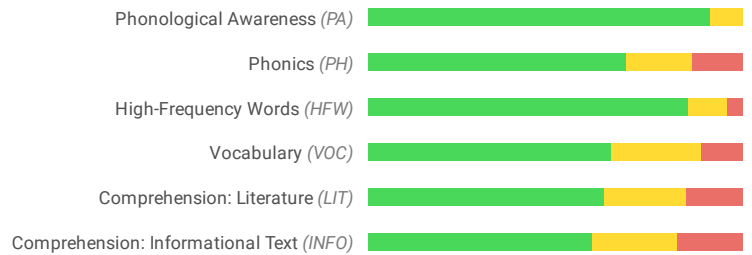
School: EVERS ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: BOY
 Prior Diagnostic: None
 Placement Definition: Beginning-of-Year View

Students Assessed/Total: 598/686

Overall Placement



Placement By Domain



Switch Table View

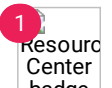
Show Results By

Needs Analysis By Domain

Class

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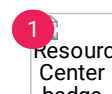
Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - 1 Int Lang Arts - 1 - Taylor Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Taylor, A.	69%	31%	0%	25%	25%	31%	25%	31%	25%	16/16
1 - 1 Int Lang Arts - 2 - BURR Avery, B.; BURR, S.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.	71%	29%	0%	41%	24%	24%	35%	24%	29%	17/17
1 - 1 Int Lang Arts - 3 - Lambert Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Lambert, B.	-	-	-	-	-	-	-	-	-	0/24



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

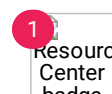
Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - 1 Int Lang Arts - 4 - LANGFORD Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; LANGFORD, C.	73%	27%	0%	33%	7%	20%	27%	27%	47%	15/16
1 - 1 Int Lang Arts - 5 - GUTIERREZ Avery, B.; Cuartas Cordoba, M.; Eby, H.; GUTIERREZ, C.; Holzer, M.; Hood, J.	88%	13%	0%	13%	19%	19%	38%	38%	19%	16/16
1 - 1 Int Lang Arts - 6 - Magallanes Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Magallanes, K.	78%	22%	0%	17%	28%	28%	22%	17%	22%	18/18
1 - 1 Int Lang Arts - 8 - Cramer Avery, B.; Cramer, S.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.	0%	100%	0%	83%	67%	83%	100%	100%	100%	6/6
1 - 2 Int Language Arts - 1 - GALLARDO VILLANUEVA Avery, B.; Cuartas Cordoba, M.; Eby, H.; GALLARDO VILLANUEVA, J.; Holzer, M.; Hood, J.	-	-	-	-	-	-	-	-	-	0/20
1 - 2 Int Language Arts - 2 - Seay Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Seay, T.	50%	50%	0%	50%	50%	33%	28%	39%	44%	18/18



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

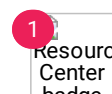
Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - 2 Int Language Arts - 3 - Emery Avery, B.; Cuartas Cordoba, M.; Eby, H.; Emery, S.; Holzer, M.; Hood, J.	56%	44%	0%	31%	56%	44%	38%	44%	50%	16/16
1 - 2 Int Language Arts - 4 - Hardy Avery, B.; Cuartas Cordoba, M.; Eby, H.; Hardy, L.; Holzer, M.; Hood, J.	73%	27%	0%	20%	33%	33%	27%	33%	20%	15/17
1 - 2 Int Language Arts - 5 - TERRY Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; TERRY, K.	50%	50%	0%	44%	50%	50%	44%	44%	50%	16/16
1 - 2 Int Language Arts - 6 - LEE Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; LEE, A.	86%	14%	0%	0%	21%	7%	29%	29%	43%	14/15
1 - 2 Int Language Arts - 7 - Beeler Avery, B.; Beeler, A.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.	67%	33%	0%	20%	40%	40%	47%	40%	27%	15/16
1 - 2 Int Language Arts - 8 - Cramer Avery, B.; Cramer, S.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.	–	–	–	–	–	–	–	–	–	0/1



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

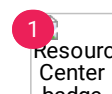
Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - 3 Int Language Arts - 1 - Moore Avery, B.; Cuartas Cordoba, M.; Eby, H.; Edsall, S.; Holzer, M.; Hood, J.; Moore, C.	60%	35%	5%	0%	25%	10%	45%	50%	50%	20/20
1 - 3 Int Language Arts - 2 - Moore Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Moore, C.	33%	50%	17%	0%	72%	11%	61%	72%	61%	18/18
1 - 3 Int Language Arts - 3 - Sheppard Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Sheppard, Y.	16%	32%	53%	0%	79%	47%	79%	84%	89%	19/19
1 - 3 Int Language Arts - 4 - Moore Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Jones, H.; Moore, C.	45%	40%	15%	0%	60%	0%	55%	60%	60%	20/20
1 - 3 Int Language Arts - 5 - SMITH Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; SMITH, S.	68%	21%	11%	0%	32%	5%	37%	37%	37%	19/19
1 - 3 Int Language Arts - 6 - SMITH Avery, B.; Cuartas Cordoba, M.; Eby, H.; HERNANDEZ, C.; Holzer, M.; Hood, J.; SMITH, S.	60%	35%	5%	0%	35%	0%	35%	40%	50%	20/20



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

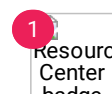
Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - 3 Int Language Arts - 8 - Mcfarland Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Mcfarland, L.	100%	0%	0%	0%	50%	0%	0%	50%	0%	2/2
1 - 4 Int Language Arts - 1 - Vazquez Avery, B.; Cristales, V.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Vazquez, A.	50%	5%	45%	0%	45%	14%	36%	50%	50%	22/23
1 - 4 Int Language Arts - 2 - Rogers Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Rogers, L.; SIMONE, P.	56%	28%	17%	0%	44%	6%	28%	39%	50%	18/20
1 - 4 Int Language Arts - 3 - Rogers Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Rogers, L.	67%	0%	33%	0%	33%	13%	33%	47%	60%	15/17
1 - 4 Int Language Arts - 4 - Adams Adams, A.; Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.	69%	8%	23%	0%	23%	8%	23%	31%	31%	13/17
1 - 4 Int Language Arts - 5 - Adams Adams, A.; Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Reikofski-Ross, C.	78%	6%	17%	0%	22%	0%	22%	22%	44%	18/18



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

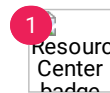
Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - 5 Int Language Arts - 1 - PETERS Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; PETERS, S.	46%	29%	25%	0%	29%	8%	46%	46%	54%	24/26
1 - 5 Int Language Arts - 2 - Vazquez Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Vazquez, A.	29%	18%	54%	0%	50%	21%	61%	71%	71%	28/28
1 - 5 Int Language Arts - 3 - Sapp Avery, B.; Cuartas Cordoba, M.; Eby, H.; HAAS, C.; Holzer, M.; Hood, J.; Sapp, J.	60%	32%	8%	0%	16%	0%	44%	20%	48%	25/25
1 - 5 Int Language Arts - 4 - Sapp Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Sapp, J.	60%	20%	20%	0%	24%	8%	40%	48%	44%	25/26
1 - 5 Int Language Arts - 5 - PETERS Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Martin, C.; PETERS, S.	48%	24%	29%	0%	29%	5%	57%	48%	52%	21/22
1 - 5 Int Language Arts - 8 - Mcfarland Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Mcfarland, L.	0%	0%	100%	0%	50%	0%	100%	100%	100%	2/2



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - KG Int Lang Arts - 1 - Pinero Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Pinero, D.	100%	0%	0%	0%	0%	0%	0%	0%	0%	18/18
1 - KG Int Lang Arts - 2 - Frelove Avery, B.; Cuartas Cordoba, M.; Eby, H.; Frelove, M.; Holzer, M.; Hood, J.	100%	0%	0%	0%	0%	0%	0%	0%	0%	17/17
1 - KG Int Lang Arts - 3 - Restrepo Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; Restrepo, L.	100%	0%	0%	0%	0%	0%	0%	0%	0%	1/22
1 - KG Int Lang Arts - 4 - REYES Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; REYES, R.	100%	0%	0%	0%	0%	0%	0%	0%	0%	15/18
1 - KG Int Lang Arts - 5 - HUTCHINGS Avery, B.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.; HUTCHINGS, S.	100%	0%	0%	0%	0%	0%	0%	0%	0%	17/17
1 - KG Int Lang Arts - 6 - GLOVER Avery, B.; Cuartas Cordoba, M.; Eby, H.; GLOVER, S.; Holzer, M.; Hood, J.	100%	0%	0%	0%	0%	0%	0%	0%	0%	17/18



Diagnostic Results

School EVERS ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

Class	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
1 - KG Int Lang Arts - 8 - Cramer Avery, B.; Cramer, S.; Cuartas Cordoba, M.; Eby, H.; Holzer, M.; Hood, J.	100%	0%	0%	0%	0%	0%	0%	0%	0%	2/2

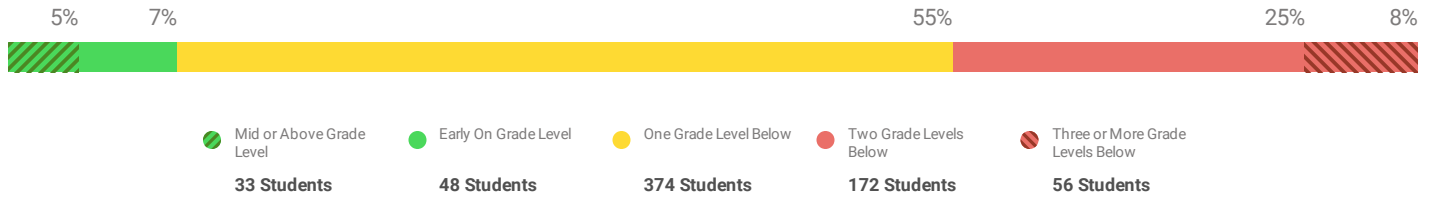


Diagnostic Results

School: EVERS ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2023 - 2024
 Diagnostic: Most Recent
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 683/686



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		3%	6%	91%	0%	0%	112/112
Grade 1		2%	1%	61%	36%	0%	113/113
Grade 2		3%	6%	42%	48%	0%	118/119
Grade 3		4%	3%	49%	30%	14%	118/118
Grade 4		3%	15%	48%	20%	14%	94/95
Grade 5		13%	13%	39%	16%	20%	128/129

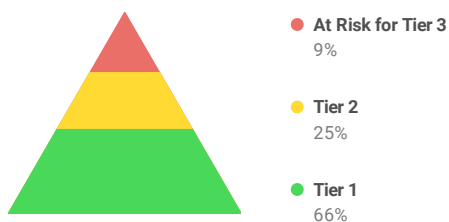


Diagnostic Results

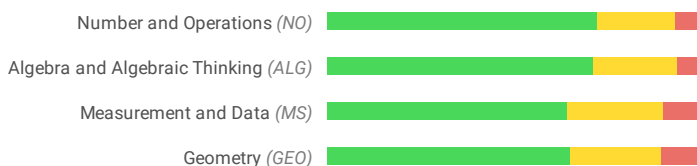
School EVERS ELEMENTARY SCHOOL
Subject Math
Academic Year 2023 - 2024
Diagnostic BOY
Prior Diagnostic None
Placement Definition Beginning-of-Year View

Students Assessed/Total: **658/686**

Overall Placement



Placement By Domain



Switch Table View

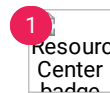
Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	100% 	104/112
Grade 1	63% Tier 1, 38% Tier 2 	112/113
Grade 2	52% Tier 1, 48% Tier 2 	109/119
Grade 3	56% Tier 1, 30% Tier 2, 14% At Risk for Tier 3 	118/118
Grade 4	64% Tier 1, 21% Tier 2, 14% At Risk for Tier 3 	90/95
Grade 5	64% Tier 1, 15% Tier 2, 21% At Risk for Tier 3 	125/129



May 2023 STAAR Mathematics, Grade 5														Performance Level Indicator																	
Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Excluded	Did Not Meet	Low	High	Approaches Low	Approaches High	Meets	Masters	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Excluded	Did Not Meet	Low	High	Approaches Low	Approaches High	Meets	Masters
Evers Park Eleme	90	20	1590	48.70%	68.89%	37.78%	15.56%	05/01/23	1.11%	16.67%	13.33%	16.67%	14.44%	22.22%	15.56%	7	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Economic Disadv	69	18	1556	42.73%	62.31%	29.89%	10.14%	05/01/23	1.45%	20.29%	15.94%	20.29%	13.04%	18.84%	10.14%	6	22	1612	51.43%	80%	40%	20%	05/01/23	0%	20%	0%	20%	20%	20%	20%	
Asian	2	3	1767	77.38%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	0%	3	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Black/African Am	19	16	1520	37.34%	57.89%	10.53%	0%	05/01/23	0%	21.05%	21.05%	36.84%	10.53%	10.53%	19.15%	2	15	1444	37.50%	33.33%	0%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
Hispanic	41	22	1621	52.50%	78.05%	41.46%	19.51%	05/01/23	0%	12.20%	9.76%	17.07%	19.51%	21.95%	19.51%	3	15	1444	37.50%	33.33%	0%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
Two or More Rac	1	0	1000	0%	0%	0%	0%	05/01/23	100%	0%	0%	0%	0%	0%	0%	2	19	1543	47.50%	33.33%	33.33%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
White	27	21	1601	50.62%	62.86%	44.15%	18.52%	05/01/23	0%	22.22%	14.81%	3.70%	11.11%	29.63%	18.52%	9	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Currently Emerg	18	24	1658	58.20%	77.78%	55.56%	27.78%	05/01/23	0%	11.11%	11.11%	5.56%	16.67%	27.78%	27.78%	8	27	1890	52.40%	87.50%	12.50%	12.50%	05/01/23	0%	0%	0%	12.50%	37.50%	37.50%	12.50%	
Special Ed Indic	8	13	1473	30.36%	37.50%	0%	0%	05/01/23	0%	37.50%	25%	25%	12.50%	0%	0%	3	11	1375	28.33%	33.33%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
May 2023 STAAR Reading, Grade 5														Performance Level Indicator																	
Evers Park Eleme	89	29	1576	56.44%	79.78%	48.31%	21.55%	05/01/23	1.12%	13.24%	7.27%	17.98%	13.48%	25.97%	21.55%	7	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Economic Disadv	69	27	1540	51.59%	73.51%	37.68%	11.59%	05/01/23	1.45%	14.49%	10.14%	20.29%	15.94%	26.09%	11.59%	6	22	1612	51.43%	80%	40%	20%	05/01/23	0%	20%	0%	20%	20%	20%		
Asian	2	43	1769	81.73%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%	3	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Black/African Am	20	26	1531	49.33%	75%	25%	10%	05/01/23	0%	15%	10%	30%	20%	15%	10%	2	15	1444	37.50%	33.33%	0%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
Hispanic	39	29	1576	56.16%	79.49%	48.72%	12.62%	05/01/23	0%	10.30%	10.30%	17.95%	12.62%	35.90%	12.62%	9	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Two or More Rac	1	0	820	0%	0%	0%	0%	05/01/23	100%	0%	0%	0%	0%	0%	0%	2	19	1543	47.50%	33.33%	33.33%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
White	27	32	1623	62.32%	85.19%	62.96%	37.04%	05/01/23	0%	11.11%	3.70%	11.11%	11.11%	25.93%	37.04%	9	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Currently Emerg	16	31	1597	59.13%	75%	56.25%	25%	05/01/23	0%	12.50%	12.50%	6.25%	12.50%	31.25%	25%	8	27	1890	52.40%	87.50%	12.50%	12.50%	05/01/23	0%	0%	0%	12.50%	37.50%	37.50%	12.50%	
Special Ed Indic	8	18	1425	34.13%	23%	0%	0%	05/01/23	0%	50%	25%	12.50%	12.50%	0%	0%	3	11	1375	28.33%	33.33%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
May 2023 STAAR Reading Spanish, Grade 5														Performance Level Indicator																	
Evers Park Eleme	91	19	3559	47.56%	51.65%	24.18%	4.40%	05/01/23	0%	0%	0%	0%	0%	0%	0%	100	100	19	1519	48.40%	54%	38%	17%	05/01/23	0%	26%	20%	5%	11%	21%	17%
Economic Disadv	70	17	3434	43.15%	41.43%	14.29%	0%	05/01/23	0%	0%	0%	0%	0%	0%	0%	71	18	1503	45.63%	47.89%	33.80%	15.49%	05/01/23	0%	28.17%	23.94%	5.63%	8.45%	18.31%	15.49%	
Asian	2	26	4035	65.38%	100%	100%	0%	05/01/23	0%	16.67%	0%	33.33%	0%	0%	0%	3	15	1444	37.50%	33.33%	0%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
Black/African Am	20	14	2359	36.54%	30%	0%	0%	05/01/23	0%	33.33%	15.38%	15.38%	23.08%	11.54%	3.85%	26	12	1390	30.19%	19.23%	11.54%	0%	05/01/23	0%	53.85%	26.92%	3.85%	3.85%	11.54%	0%	
Hispanic	41	20	3657	50.47%	51.22%	26.83%	2.44%	05/01/23	0%	21.88%	0%	18.75%	18.75%	15.62%	25%	42	22	1563	53.93%	64.29%	47.62%	21.43%	05/01/23	0%	16.67%	19.05%	9.52%	7.14%	26.19%	21.43%	
Two or More Rac	1	0	1140	0%	0%	0%	0%	05/01/23	100%	0%	0%	0%	0%	0%	0%	3	19	1543	47.50%	33.33%	33.33%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
White	27	20	3686	51.76%	66.67%	25.93%	11.11%	05/01/23	0%	7.69%	0%	15.38%	11.54%	46.15%	19.23%	26	24	1382	59.04%	76.92%	33.80%	26.92%	05/01/23	0%	11.54%	11.54%	0%	23.08%	26.92%	26.92%	
Currently Emerg	18	20	3663	50.71%	61.11%	22.22%	5.56%	05/01/23	0%	22.22%	11.11%	22.22%	11.11%	0%	33.33%	18	26	1656	65.56%	77.78%	61.11%	44.44%	05/01/23	0%	5.56%	16.67%	5.56%	11.11%	16.67%	44.44%	
Special Ed Indic	8	12	3132	31.73%	12.50%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	3	11	1375	28.33%	33.33%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
May 2023 STAAR Reading Spanish, Grade 4														Performance Level Indicator																	
Evers Park Eleme	9	35	1612	68.16%	88.89%	66.67%	55.56%	05/01/23	0%	11.11%	0%	22.22%	0%	11.11%	55.56%	7	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Economic Disadv	6	29	1496	56.41%	83.33%	50%	33.33%	05/01/23	0%	16.67%	0%	33.33%	0%	16.67%	33.33%	5	22	1612	51.43%	80%	40%	20%	05/01/23	0%	20%	0%	20%	20%	20%		
Asian	3	15	1375	28.85%	33.33%	0%	0%	05/01/23	0%	11.11%	0%	22.22%	0%	11.11%	55.56%	7	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Black/African Am	9	35	1612	68.16%	88.89%	66.67%	55.56%	05/01/23	0%	11.11%	0%	22.22%	0%	11.11%	55.56%	7	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Currently Emerg	9	35	1612	68.16%	88.89%	66.67%	55.56%	05/01/23	0%	11.11%	0%	22.22%	0%	11.11%	55.56%	7	25	1666	59.80%	85.71%	57.14%	28.57%	05/01/23	0%	14.29%	0%	14.29%	14.29%	28.57%	28.57%	
Special Ed Indic	1	2	939	3.85%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	1	9	1418	21.43%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
May 2023 STAAR Mathematics, Grade 4														Performance Level Indicator																	
Evers Park Eleme	90	24	1511	46.26%	72.22%	38.89%	15.56%	05/01/23	0%	20.21%	7.27%	17.98%	23.33%	15.56%	100	100	19	1519	48.40%	54%	38%	17%	05/01/23	0%	26%	20%	5%	11%	21%	17%	
Economic Disadv	64	23	1501	44.74%	73.88%	32.81%	14.06%	05/01/23	0%	20.31%	7.27%	17.19%	23.88%	18.75%	14.06%	71	18	1503	45.63%	47.89%	33.80%	15.49%	05/01/23	0%	28.17%	23.94%	5.63%	8.45%	18.31%	15.49%	
Asian	3	15	1375	28.85%	33.33%	0%	0%	05/01/23	0%	33.33%	33.33%	0%	33.33%	0%	0%	3	15	1444	37.50%	33.33%	0%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
Black/African Am	26	19	1445	36.54%	53.85%	15.38%	3.85%	05/01/23	0%	30.77%	15.38%	15.38%	23.08%	11.54%	3.85%	26	12	1390	30.19%	19.23%	11.54%	0%	05/01/23	0%	53.85%	26.92%	3.85%	3.85%	11.54%	0%	
Hispanic	32	25	1526	48.44%	40.62%	25%	0%	05/01/23	0%	21.88%	0%	18.75%	18.75%	15.62%	25%	42	22	1563	53.93%	64.29%	47.62%	21.43%	05/01/23	0%	16.67%	19.05%	9.52%	7.14%	26.19%	21.43%	
Two or More Rac	3	17	1401	32.05%	33.33%	0%	0%	05/01/23	0%	66.67%	0%	0%	0%	0%	0%	3	19	1543	47.50%	33.33%	33.33%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	0%	0%	
White	26	20	1586	56.95%	62.31%	65.38%	19.21%	05/01/23	0%	7.69%	0%	15.38%	11.54%	46.15%	19.23%																

Evers Park Elementary Campus Improvement Plan 2023 - 2024



CLT September 2023

EVERS PARK CAMPUS LEADERSHIP TEAM



September 6, 2023

Clear is Difficult, Clear is Brave...Ultimately Clear is Kind

- Introductions of CLT Members
- Have you ever had a moment where you silenced your voice? Think of a time you took a risk to clearly tell your truth? What happened? What was the reward? Think about what you aren't saying today. How will you be brave by being clear with those around you?
- Who are We? How will our actions show we're Rooted in Learning? **Learn. Grow. Include.**
- Review Evers Park Campus Improvement Plan
<https://olan4earnos806technologies.com/olan7/Main>

Clear
is
kind.

Campus Leadership Team Members

- Kinder: Maria FreeLove
- 1st Grade: Karina Hayes
- 2nd Grade: Julietta Gallardo
- 3rd Grade: Crystal Hernandez
- 4th Grade: Core Ross
- 5th Grade: Carrie Martin
- Special Ed: Luke White
- Specialists: Courtney Lopez
- Special Areas: Christopher Ortiz
- Counselor: Sara Chavez
- Admin: Erin Vennell
- Admin: Erin Szaszewski
- District: Jennifer Davis (Elementary Math Curriculum Coordinator)
- Parent: Karen Jones (1st Grade Parent)
- Parent: Pravin Ram Gopal (PTA President)
- Community: Gayla Bridges (Former Evers Teacher) gbcdoes1709@gmail.com
- Community: Cornelius Anderson (Director of Pathways for Future Teachers and Assistant Professor of Practice at UNT) cornelius.anderson@unt.edu
- Business: Kayla Nix (CIS Site Coordinator)
- Paraprofessional: Ashlee Lynch

Campus Leadership Team Dates

Meeting Dates: 3:20 - 4:30pm

- September 6th
- November 2nd
- February 1st
- Wed. March 6th
- April 4th
- May 9 (Staff Meeting) : Present CNA and Propose Goals for CIP
- RETREAT: Week of May 6 for Team Leaders Only



Erin Vennell

Erin is using Canva to create beautiful newsletters

Data Views

[STAAR 2023](#)

[iReady Reading BOY](#)

[iReady Reading Tier Placement BOY](#)

[iReady Math BOY](#)

[iReady Math Tier Placement BOY](#)

Teaching & Learning: Performance Objective 1

By May 2024, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in Reading and end the year On-Level. This will be evidenced by:

*Kindergarten - 95% On Level with 1% or fewer At Risk

*First Grade - 95% On Level with 1% or fewer At Risk

*Second Grade - 95% On Level with 1% or fewer At Risk

*Third Grade - 90% On Level with 5% or fewer At Risk

*Fourth Grade - 90% On Level with 5% or fewer At Risk

*Fifth Grade - 90% On Level with 5% or fewer At Risk

Evidence:

- Essentials Data Tracker
- I-Ready Diagnostic: BOY, MOY, EOY
- K-5 District Assessments
- Elementary Reading Correlations Chart
- Fountas and Pinnell - Monolingual Measure
- Fountas and Pinnell K-3 - Bilingual Measure
- DRA 3-5 - Bilingual Measure
- STAAR Data for Grades 4,5

Strategy 1

Teachers will utilize bi-monthly PLTs (Professional Learning Teams) to:

- identify grade-level essentials
- unpack TEKS to create quarterly learning targets in literacy
- create and implement common assessments
- review student data in relationship to essential learning
- provide intervention and enrichment groups for essentials based on data
- monitor student progress utilizing grade-level data sheet quarterly

Strategy 2

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.

Strategy 3

Essentials Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis.

Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.

Teaching & Learning: Performance Objective 2

By May 2024, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in math and end the year On-Level.

- *K-5th Grade: 90% of students mastering math essentials
- *K-2nd Grade: Primary Numeracy Assessment - 90% of students ending the year On-Level
- *2nd - 5th Grade: 90% of students show one-year's growth on I-Ready Math EOY Diagnostic

Evidence:

- K-2 Primary Numeracy Assessment
- District Math Assessments
- I-Ready Math Diagnostic: BOY, MOY, EOY
- Campus Formative Assessments
- Math STEMscopes

Strategy 1

Teachers will utilize bi-monthly PLTs (Professional Learning Teams) to:

- identify grade-level essentials
- unpack TEKS to create quarterly learning targets in literacy
- create common assessments
- review student data in relationship to essential learning
- create intervention and enrichment groups
- monitor student progress utilizing grade-level data sheet quarterly.

Strategy 2

Teachers in grades K-5 will provide leveled-text daily intervention in essential math standards for students performing below level.

Strategy 3

Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery/DLL teachers through collaborative work.

Climate and Culture: Performance Objective 1

By May of 2024, Evers Park Elementary will effectively implement social-emotional strategies to support self-regulation and promote academic progress in order to maintain a safe and healthy climate.

Evidence:

- CHAMPS School-Wide Implementation
- Restorative Practices Utilized: Relationship Treatment Agreements in All Classrooms
- Calm Corners Created in Classrooms
- Counselor Intervention Data
- Office Referral/Discipline Data
- School-Wide Academic Data

Strategy 1

- Professional Development for Teachers: CHAMPS, Restorative Practices, Zones of Regulation, Love and Logic Language
- Learning for Students: The Essential Eight: framework of skills taught to all students, school-wide through guidance.
 - Kindness (August-September)
 - Tolerance (October)
 - Gratitude (November)
 - Philanthropy (December)
 - Work Ethic (January)
 - Optimism (February)
 - Courage (March)
 - Leadership (April-May)

Strategy 2

- Master Schedule includes a daily SEL time where teachers have a morning meeting, circle, or a targeted lesson based on a need.

Strategy 3

- Evers Park has a student assistance counselor and a Community in Schools Day Program teacher who in collaboration with our school counselor, provides training, lessons/resources and support for Social Emotional Learning practices and resources.

Climate and Culture: Performance Objective 2

By May of 2024, Evers Park Elementary will provide various opportunities for students, teachers, and parents to forge deeper connections.

Evidence:

- 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

Create student engagement opportunities within the school day and outside of school:

- Fourth & Fifth Grade Choir
- Fifth Grade Orchestra
- Safety Patrol
- News Crew
- New-Student Lunch Bunch with Counselors
- Goal Setting for Students both academics and behavior
- Guitar Ensemble
- Flag Football
- GOAL Soccer Club: FC Eagles
- UNT and DHS Mentors
- DHS PALS
- Happy Visits
- CIS: Day and After-School Programs

Strategy 2

Create teacher engagement opportunities within the school day and outside of school:

- Wellness Walks
- Staff Socials
- Christmas Breakfast
- Attending DHS sporting events as a staff
- Job-embedded professional learning opportunities
- Solution Seeking Sessions

Strategy 3

Create family engagement opportunities throughout the year including:

- STEAM Night
- Fine Arts Showcases
- Grandparents Week
- Lunches with Students
- Quarterly Parents and Principals Coffee Talk
- Parent Orientations
- Conferences
- PTA Meetings
- Fundraising Opportunities
- Book Fair
- Eagle Watch Parent Group

**Denton Independent School District
Gonzales School for Young Children
2023-2024 Improvement Plan**



Gonzalez
School for Young Children

Mission Statement

Collaborating with the community, families, and professionals, we will cultivate an environment that facilitates lifelong learning.

Vision

We will nurture and guide our diverse population, in a child friendly environment, in order to prepare our students for future success.

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

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

Table of Contents

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- Demographics 4
- Student Learning 5
- School Processes & Programs 13
- Perceptions 15
- Priority Problem Statements 16
- Comprehensive Needs Assessment Data Documentation 17
- Guiding Outcomes 19
- Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our priority * Advocate and practice proper accountability based on the measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Social/Emotional Professional development sessions * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility, and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology, and leadership * Foster and support an advanced digital learning environment 20
- Guiding Outcome 2: Opportunities for Students In pursuit of excellence, we will: * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life. 23
- Guiding Outcome 3: Culture & Climate In pursuit of excellence, we will: * Create a positive learning environment for all students, parents, and staff. * Create a culture that is centered around student learning * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 25
- State Compensatory 27
- Budget for Gonzales School for Young Children 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Gonzalez SYC is an early childhood campus serving about 253 students. Our campus consists of: 3 bilingual classes for 4 year olds, 2 bilingual classes for 3 year olds, 3 special Education self-contained classrooms, 2 blended classrooms (general education and special education), 2 monolingual classes for 3 year olds, and 7 monolingual classes for 4 year olds.

Our students in our general education classrooms must qualify for our programs in one of 6 ways: Economically Disadvantage, Homeless, Military, English Language Learner, CPS placement, or child of a Star of Texas recipient. Students attending our special education classrooms have to qualify through an special education evaluation that determines the placement and individualized plan for those student.

We have a diverse, highly qualified staff that has a passion for working with children. They are skilled in educating our youngest learners and believe in the importance of early intervention. They are committed to working with our families and creating positive relationships with all stakeholders.

GONZALEZ SCHOOL FOR YOUNG CHILDREN - STUDENT INFORMATION			
Campus Program	One-Way Dual Language	Total Enrollment	254
ENROLLMENT BY RACE/ETHNICITY		ENROLLMENT BY TYPE	
African American	50	Economically Disadvantaged	74%
Asian	6		
Hispanic	133	Emergent Bilinguals	42%
American India	1	Special Education	18%
Pacific Islander	0		
Two or More Races	24		
White	40		

GONZALEZ SCHOOL FOR YOUNG CHILDREN – STAFF INFORMATION			
Professional Staff	30	Paraprofessional Staff	28
PROFESSIONAL STAFF BY TYPE		PARAPROFESSIONAL STAFF BY TYPE	
Teachers	21	Teacher Aids	25
Librarian	1	Clerical Personnel	2
Counselor	1	Technological Support	1

GONZALEZ SCHOOL FOR YOUNG CHILDREN – STAFF INFORMATION

Nurse	1
Campus Leadership	2
Special Programs	4

Demographics Strengths

We have three new teachers and 4 teacher aids.

Have the space and availability to enroll both three and four year old students.

Age appropriate materials and curriculum to meet the needs of our young learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Afterschool childcare options will be limited for both our three and four year old students. **Root Cause:** Extended School Day offered after school care for our students. They were only able to take 8-12 students due to staff/student ratios. We had around 5 students who withdrew from our school due to a lack of childcare availability.

Problem Statement 2: Attendance rate increased in comparison to 21-22 school year, however, the attendance rate is lower that what it was prior to COVID-19. **Root Cause:** Parents and families were sent documentation about attendance issues. Nevertheless, minimal consequences or actions for improvement were implemented. We experienced increased absences and LOSITS compared to the years prior to COVID.

Problem Statement 3: Several students with addresses in the 380 corridor withdrew during the 1st semester. **Root Cause:** Driving distance and traffic issues were main cause for withdraws.

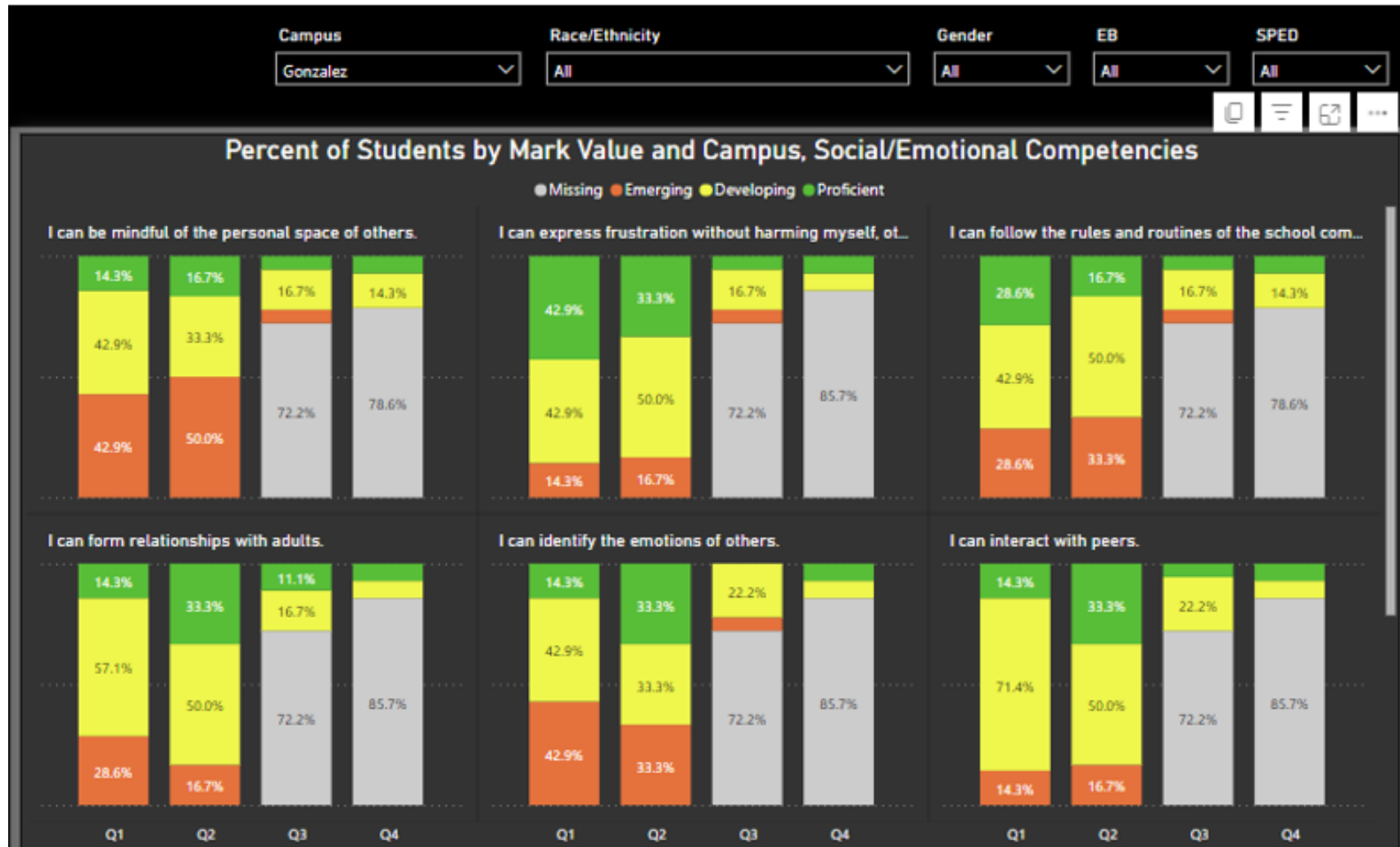
Student Learning

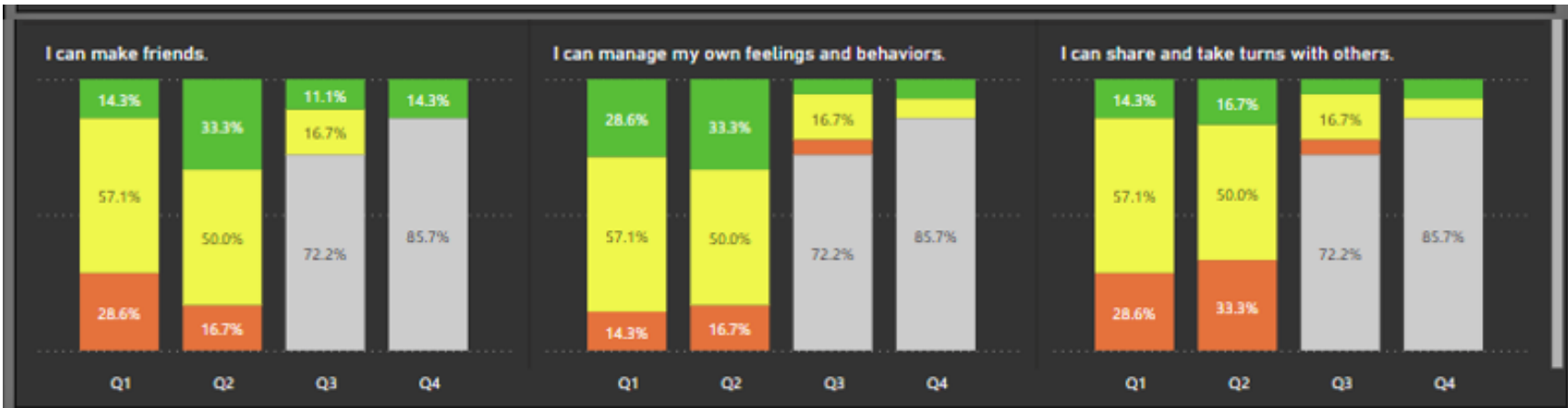
Student Learning Summary

Students were assessed on the Pre-K guidelines using the CLI Engage as well as the quarterly report card assessment. The CLI Engage instrument changed from four times per year, to twice per year; at the beginning and end of school year. MTSS progress was measured three times throughout the year and all students were successful in showing progress or had modifications and support provided for them as needed and appropriate in academic areas.

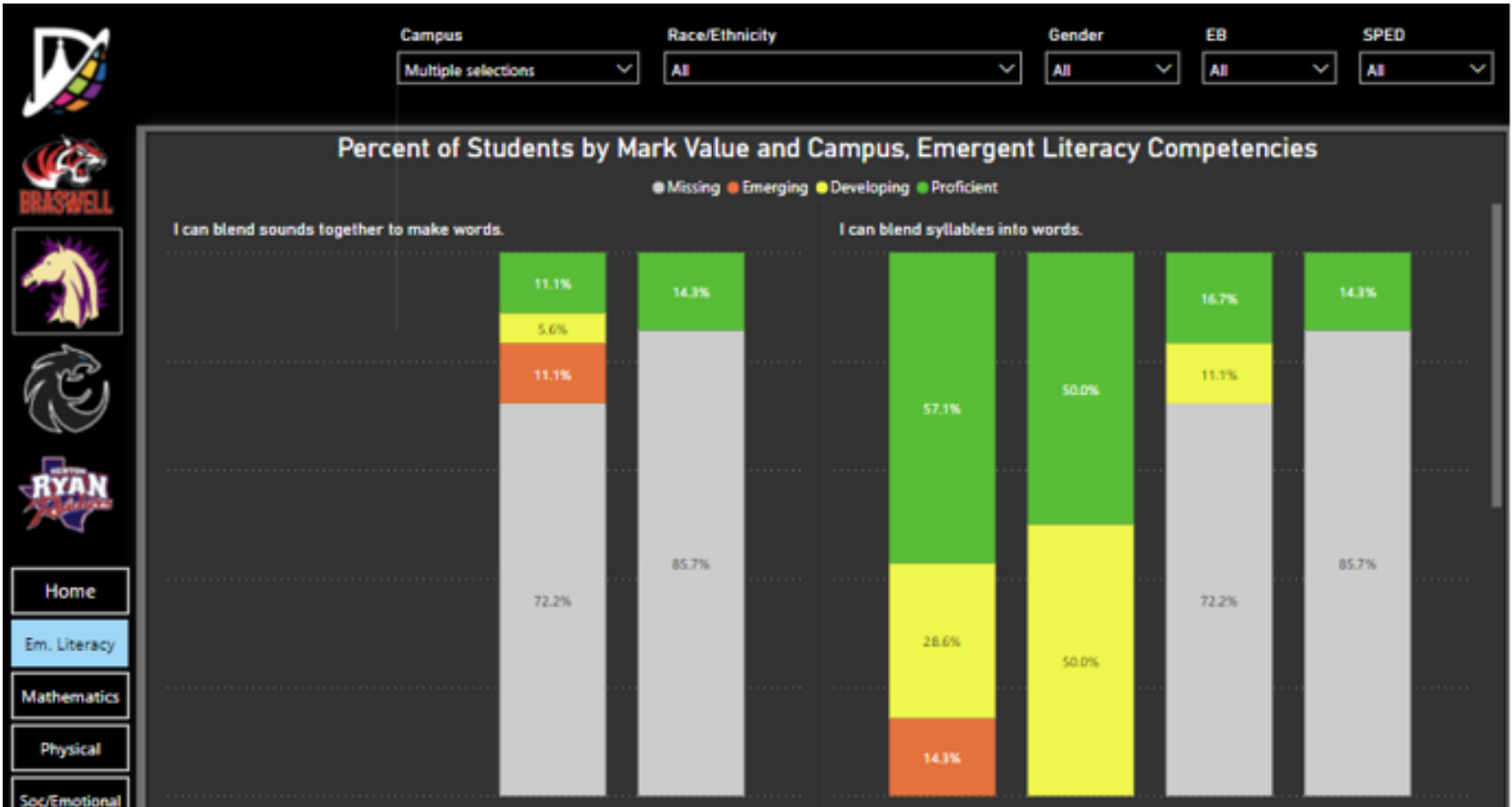
Staff modified instructional practices to meet the needs of each child, more so this year, than in the past for social and emotional learning. Teachers implemented individualized and group emotion regulation strategies at an increased level than the previous year.

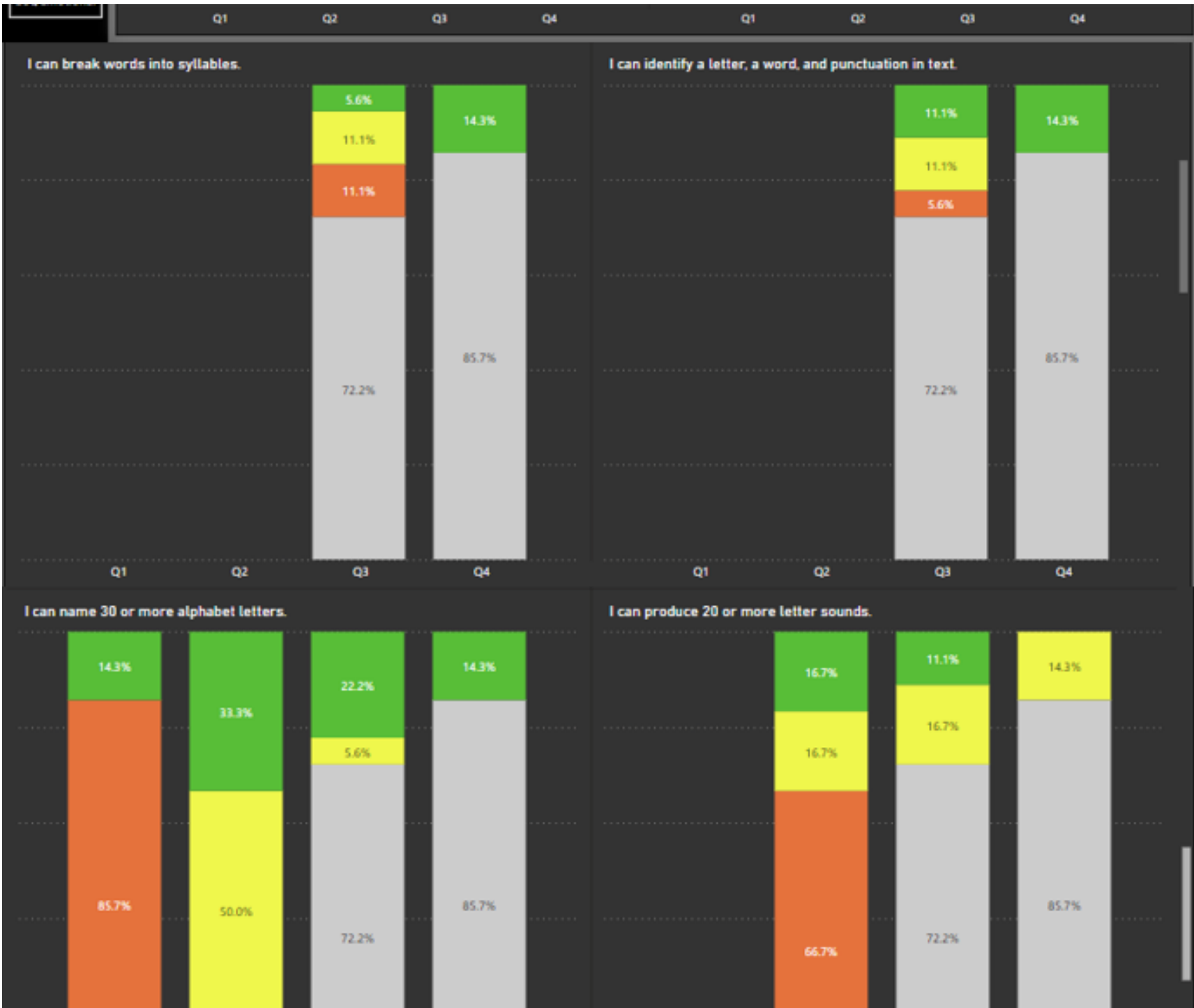
SOCIAL/EMOTIONAL COMPETENCIES



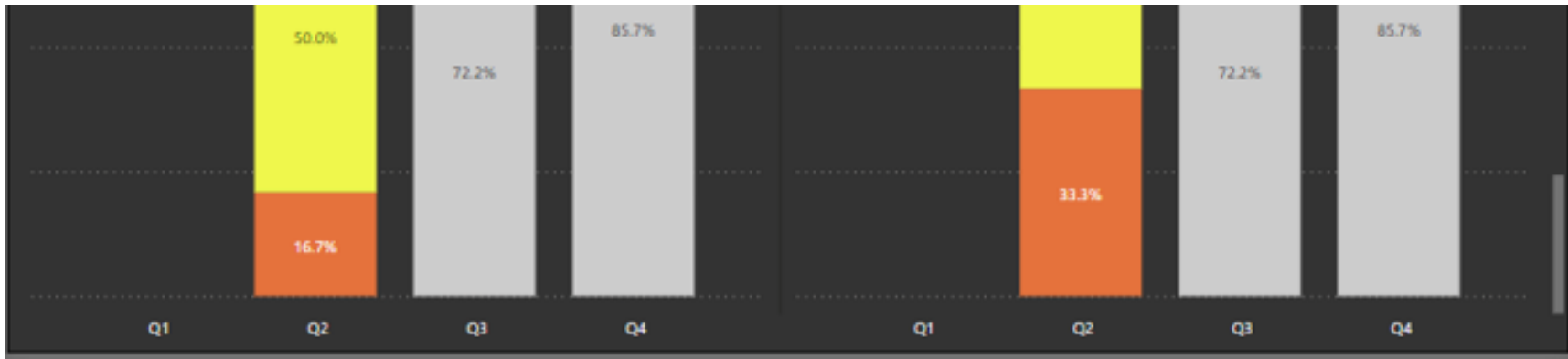


LITERACY COMPETENCES







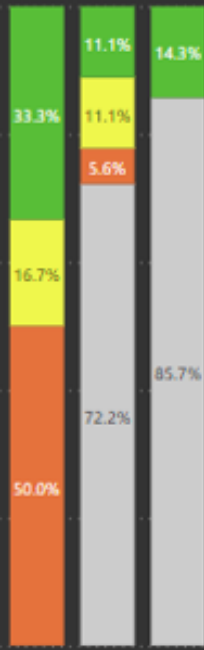


MATH COMPENCIES

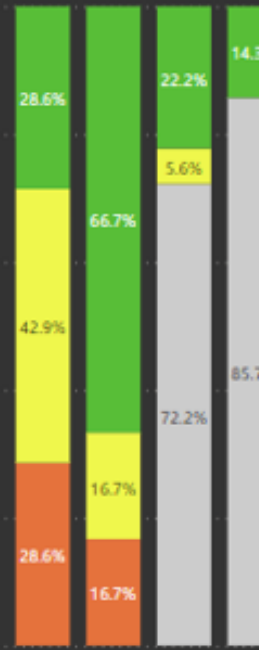
Percent of Students by Mark Value and Campus, Mathematics Competencies

● Missing ● Emerging ● Developing ● Proficient

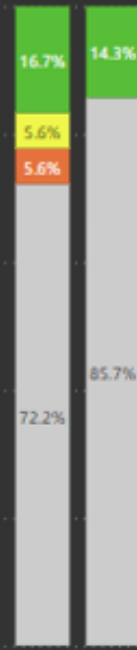
I can count to 30.



I can count up to 10 objects.



I can create a pattern.



CIRCLE Rote Counting, English

● Needs Support ● Monitor ● On Track



CIRCLE Rote Counting, Spanish

● Needs Support



PHYSICAL COMPETENCIES

Campus
Gonzalez

Race/Ethnicity
All

Gender
All

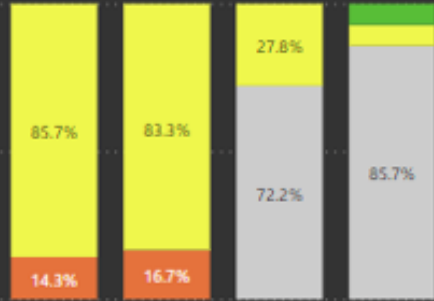
EB
All

SPED
All

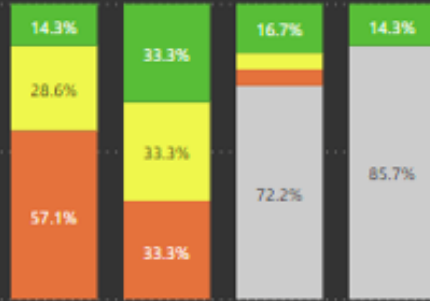
Percent of Students by Mark Value and Campus, Physical Competencies

● Missing ● Emerging ● Developing ● Proficient

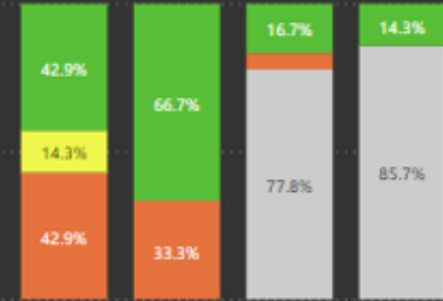
I can correctly grasp an age-appropriate writing uten...



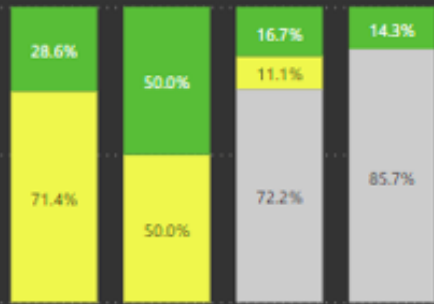
I can cut with scissors appropriately.



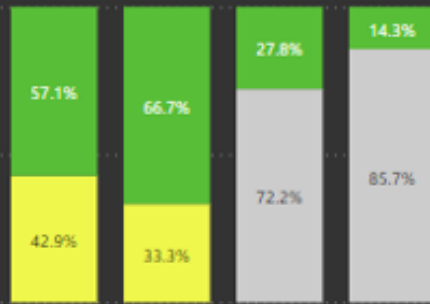
I can demonstrate hand strength.



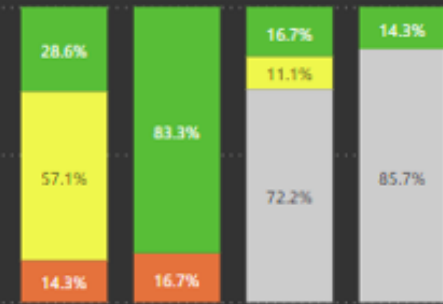
I can independently practice self-care.



I can stack 10 small blocks.



I can use hand-eye coordination and a pincer grasp t...



Student Learning Strengths

Students progress on academic and social emotional skills using the Three Cheers curriculum and Conscious Discipline program.

Social and emotional learning is specifically targeted daily and amount of interventions is individualized.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Trauma informed practices and additional SEL training is needed to address significant student behaviors and developmental delays. **Root Cause:** More students demonstrated significant behavior and emotional difficulties this year than in the past. Some exhibited aggressive behaviors and staff struggled to know how to manage these behaviors appropriately.

Problem Statement 2: Teachers had mixed-aged classes of 3 and 4 year old students. The 3 year olds students required more fine motor opportunities to prepare them successfully for pre-writing skills. **Root Cause:** Opportunities for fine motor exposure and practice may have been limited due to less opportunities for practice.

Problem Statement 3: Less time for SEL teaching was available due to increase in number of assessments and Pre-K curriculum. **Root Cause:** Teachers were learning the new curriculum, which affected teaching and learning of SEL strategies. Additionally, student assessments were conducted almost weekly and required more time to complete these tasks.

School Processes & Programs

School Processes & Programs Summary

The staff utilized a new curriculum, Three Cheers for Pre-K, as well as the updated pacing guides and UbD units. The teachers used this second year of implementation to familiarize themselves with the content and expectations for student success as outlined in the new curriculum.

All of our staff meets the highly qualified standards and are experienced. Our teachers are trained in working with our youngest learners and all curricular items and materials are age and developmentally appropriate. We utilize a variety of teaching strategies that have been provided by the district (such as Cadre and AFL strategies, the use of learning targets, Developing Talkers, etc.) We also utilize SeeSaw and Ready Rosie to keep our parents involved in instructional practice at home.

We are committed to providing a safe environment for our school. Each year, we teach, practice, and review all safety drill protocols. We establish a safety committee, that meets several times per year, to address any safety issues or concerns around the building. We also teacher children self regulation and social and emotional skills regularly.

Our students are provided with a full day of instruction, which reflects recommendations from TEA and the district curriculum department.

We provide professional development that is appropriate for the age of our students, the content being taught, and aligned to the personal goals of our staff. We also guide our practices to align with the district goals and mission.

Our staff and students have a variety of technology available to them to enhance their learning experiences. These include: Technology panels, Interactive TV, laptops, and desk top computers.

School Processes & Programs Strengths

We provide full day instruction for all students. After school care is available through the Extended School Day program.

Opportunities for outdoor learning and gross motor development are built into our daily schedule.

Students have many opportunities throughout the day to learn through play.

All classrooms are equipped with a teacher and teaching assistant.

Variety of technological resources are available to students and staff.

Schoolwide use of SeeSaw.

Campus-wide focus on fine motor development in an effort to improve handwriting skills.

Bilingual teachers are participating in the 100 book challenge with their students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Considerations for classroom student population will be considered and utilized as needed. (i.e. Some classroom may consist of same aged students, while others may continue to be mixed.) **Root Cause:** Teachers had both 3 and 4 year old students in their classrooms. Many staff struggled to meet the needs of both age groups because

they were combined.

Problem Statement 2: Staff duties during morning drop off were inconsistently upheld or accommodated based on staff absences, tardiness, or lack of preparation. **Root Cause:** Over 1/3 of the paraprofessional staff members would arrive to morning duty after 7:15 a.m. Additionally, about 1/2 of the teaching staff did not arrive to duty by 7:25 a.m. daily.

Problem Statement 3: Student recognitions were not implemented consistently throughout the year. **Root Cause:** Attendance rates were very low, so fewer students had perfect attendance. Inconsistent classroom implementation of curricular or academic celebrations occurred, potentially due to lack of proficiency implementing new curriculum or minimal at home participation (ex. using reading logs, end of unit celebrations, etc.)

Perceptions

Perceptions Summary

We are a campus of professionals who enjoy working with our youngest learners. Developing relationships with each other and the students and families is the foundation for our success. We believe in creating a nurturing environment for our students in an effort to build strong academic skills, social/emotional develop, and exceptional character with each child. We strive to ensure that all stakeholders feel valued and appreciated.

We are an inclusive campus, with a diverse population of students and staff. We provide opportunities throughout the year to reflect on and appreciate our diversity and the strengths of each person in the school (students and staff) Together, we promote a culture of kindness, safety, and learning.

Family engagement and involvement is very important to our campus. We facilitate a variety of family activities throughout the year and are continually seeking out ways to keep our families informed and included. We have a PTA on campus. Our Family Liaison has shared surveys with parents regarding any support or training they feel would be helpful.

Perceptions Strengths

Campus wide implementation and use of SeeSaw.

Multiple communication methods are used to share information about school activities and information (SeeSaw, newsletters, weekly emails, etc).

Facebook has been used consistently to help with communication.

All teachers were here last school year and our new paraprofessional staff all had previous experience working with young children. Having these high quality professionals helps to ensure that we are providing instruction that is developmentally appropriate for our children.

Regular staff incentives and praise is provided to staff. Classroom coverage is provided when substitutes are unavailable to ensure that staff is provided with required breaks and support throughout the day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to increase our parent and visitor involvement in campus activities. **Root Cause:** Due to COVID-19, visitors and volunteers were not allowed on campus this year.

Problem Statement 2: We need more parent engagement in school activities and instructional opportunities. **Root Cause:** Because of COVID 19 and a lack of a dedicated parent training opportunities, we have not had the level of engagement that would be appropriate or desired.

Problem Statement 3: Increase PTA membership campus wide. **Root Cause:** We lose families each year and were not able to create longevity with board members and membership.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- 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

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

Gonzales School for Young Children
Generated by Plan4Learning.com

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 24th, 70% of our students will increase or maintain their score on their report card, (Section: Managing feelings and emotions), by a minimum of one level from their Q1 results to their Q4 results.





High Priority

Evaluation Data Sources: Report Card Assessments
 Progress Monitoring Forms
 PLC
 Professional development sessions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will follow the Three Cheers comprehensive PreK curriculum and Denton ISD scope and sequence aligned to the Early Childhood Outcomes and Prekindergarten Guidelines. Three Cheers prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction.</p> <p>Strategy's Expected Result/Impact: Effective utilization of an aligned curriculum will develop students' socio-emotional skills including expressing and regulating emotions.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Gonzalez SYC staff will implement Conscious Discipline as the classroom management model to integrate social-emotional learning, discipline, and self-regulation. Gonzalez SYC will attend Conscious Discipline professional development opportunities.</p> <p>Strategy's Expected Result/Impact: Students will learn alternatives for resolving conflicts and communicating their needs and feelings verbally, and will begin to develop and maintain productive relationships with other children.</p> <p>Staff Responsible for Monitoring: Administrators School Counselor District Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Gonzalez SYC staff will utilize Baby Doll Circle Time as part of the Conscious Discipline Program</p> <p>Strategy's Expected Result/Impact: Improve teacher/student and student/student relationships. Reduce the stress of out-of-home care and utilize attachment, attunement and social play to wire the brain for optimal development. Help children develop healthy blueprints for self-regulation, relationships and sense of self.</p> <p>Staff Responsible for Monitoring: Administrators School Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop and implement a school Behavior Matrix</p> <p>Staff Responsible for Monitoring: Administrators ILT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: School Counselor will provide guidance lessons and developmentally appropriate activities to support students in their psychological and social development.</p> <p>Strategy's Expected Result/Impact: Deliver school counseling programs and supports to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators School Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Gonzalez SYC will use the Bucket Filler philosophy and classroom treatment agreements.</p> <p>Strategy's Expected Result/Impact: Promote positive peer interactions, self-reflection, and learning to express kindness.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EB, Migrant and at-risk students as identified) in all educative areas. Through effective PLC and DMTSS process, Gonzalez SYC will track the progress of scores in students' report cards. Teachers will attend PLC professional development.</p> <p>Strategy's Expected Result/Impact: Teachers will actively participate in PLC's to create and implement data-driven lessons including specific intervention to increase each students' academic and socio emotional performance.</p> <p>Staff Responsible for Monitoring: Administrators PLC DMTSS Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Guiding Outcome 2: Opportunities for Students

In pursuit of excellence, we will:





- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.

Performance Objective 1: By December of 2023, we will develop and implement a DMTSS process, that will track student progress and provide interventions according to student specific needs, in the areas of academics, social emotional learning, and attendance.

High Priority

Evaluation Data Sources: DMTSS process
Intervention tracking forms
PLC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a MTSS process to track academic and social emotional progress for 4 year old's.</p> <p>Staff Responsible for Monitoring: Administrators DMTSS Committee</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a MTSS process to track academic and social emotional progress for 3 year old's.</p> <p>Staff Responsible for Monitoring: Administrators DMTSS Committee</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Gonzalez SYC students will be provided prescriptive intervention and instruction to meet all students' individual academic and socio-emotional needs (age appropriate).</p> <p>Staff Responsible for Monitoring: Administrators DMTSS School Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 3: Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: By My 24th we will have developed a minimum of two opportunities per semester for parent involvement, to increase their understanding of the value and importance of parental involvement within their child's education

High Priority

Evaluation Data Sources: School event sign in sheets
 Parent reviews
 Parent and community Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide campus opportunities for parents and community members to participate in academic and extracurricular workshops to strengthen the home/school/community connection.</p> <p>Staff Responsible for Monitoring: Administrators Parent Liaison</p> <p>Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Expand outreach services (based on research) to all parents and family members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.</p> <p>Staff Responsible for Monitoring: Administrators Parent Liaison</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Gonzales School for Young Children

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We do not receive any specific comp. ed. money for our campus

Denton Independent School District

Newton Rayzor

2023-2024 Improvement Plan



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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students: 600

Sped- 81 students served on campus

504 - 32

LEP- 140

Newton Rayzor Elementary prides itself on its commitment to provide an IB education for all students and for celebrating the diversity present in its student population. 56% of the school's population is considered to be economically disadvantaged. 42% of the students are White, 43% are Hispanic, 8% are African American, 4% are Multiracial, 4% are Asian, and 2% are Indian/Alaskan. The school serves a culturally and economically diverse student population due to the combination of transfer students and in-zone students. A few years ago, the school had a large number of transfers, but in the last few years has not accepted as many transfers due to the number of families moving into the zone. The school has seen a decline in the number of inzone students due to the difficulty of finding affordable housing in the city. The families of bilingual students have been particularly impacted by this, but the school is constantly working on maintaining a healthy balance of these two populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our bilingual population did not make at least one year's growth. **Root Cause:** Lack of understanding of the depth of the new state assessment.

Student Learning

Student Learning Summary

Overall Math STAAR Data

Grade Level	Math STAAR 2022				Spring 2023 Interim				Math STAAR 2023				STAAR Growth Targets 2023		
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	No Growth	1/2 Years Growth	1 Year's Growth
3rd English	45%	22%	26%	8%	54%	30%	13%	3%	38%	30%	16%	17%			
3rd Spanish	50%	38%	13%	0%	96%	3%	0%	1%	86%	14%	0%	0%			
Total 3rd	46%	23%	25%	7%	58%	27%	1%	4%	41%	28%	15%	16%			
4th English	43%	27%	17%	13%	16%	34%	25%	25%	31%	23%	26%	20%	19%	19%	62%
4th Spanish	69%	25%	6%	0%	51%	45%	3%	1%	100%	0%	0%	0%	31%	31%	38%
Total 4th	47%	27%	15%	11%	18%	36%	24%	22%	33%	22%	25%	19%	21%	21%	58%
5th English	36%	35%	17%	12%	32%	36%	22%	10%	26%	33%	31%	10%	30%	9%	61%
5th Spanish	83%	17%	0%	0%	43%	41%	13%	3%	18%	64%	9%	9%	0%	18%	82%
Total 5th	39%	34%	16%	11%	33%	37%	21%	9%	25%	37%	29%	9%	26%	10%	64%

Algebraic Reasoning STAAR Data

% correct on STAAR Questions Double Coded as Algebraic Reasoning

Grade Level	Math STAAR 2022	Spring 2023 Interim	Math STAAR 2023
3rd English	57%	56%	42%
3rd Spanish	48%	9%	26%
Total 3rd	56%	33%	34%
4th English	59%	38%	47%
4th Spanish	45%	22%	30%
Total 4th	52%	30%	41%
5th English	55%	39%	54%
5th Spanish	38%	32%	48%
Total 5th	47%	35%	51%

Primary Numeracy Data

Grade Level	BOY			MOY			EOY		
	At-Risk	Progressing	On-Level	At-Risk	Progressing	On-Level	At-Risk	Progressing	On-Level
K	0%	13%	87%	6%	20%	74%	6%	23%	71%
1st	40%	25%	35%	22%	36%	42%	25%	22%	53%
2nd	68%	21%	11%	56%	26%	18%	39%	19%	41%

Overall Reading STAAR Data

Grade Level	Reading STAAR 2022				Spring 2023 Interim				Reading STAAR 2023				STAAR Growth Targets 2023		
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	No Growth	1/2 Years Growth	1 Year's Growth
3rd English	28%	19%	16%	38%	29%	33%	19%	19%	19%	36%	25%	20%			
3rd Spanish	63%	21%	5%	11%	63%	32%	4%	1%	80%	10%	0%	10%			
Total 3rd	34%	19%	14%	33%	33%	32%	18%	17%	25%	33%	22%	19%			
4th English	20%	33%	18%	29%	22%	26%	20%	32%	19%	32%	23%	26%	51%	8%	61%
4th Spanish	63%	25%	0%	13%	32%	54%	13%	1%	63%	25%	13%	0%	38%	8%	54%
Total 4th	27%	30%	15%	26%	24%	27%	20%	29%	25%	31%	20%	24%	31%	8%	61%
5th English	26%	24%	18%	32%	29%	24%	18%	29%	22%	19%	23%	35%	33%	8%	59%
5th Spanish	75%	13%	0%	13%	34%	28%	23%	15%	40%	33%	20%	7%	33%	20%	47%
Total 5th	27%	21%	15%	28%	30%	25%	19%	26%	26%	21%	24%	29%	33%	10%	57%

Comprehension Skills STAAR Data

% correct on STAAR Questions Double Coded as Comprehension Skills

Grade Level	Reading STAAR 2022	Spring 2023 Interim	Reading STAAR 2023
3rd English	68%	60%	58%
3rd Spanish	48%	48%	48%
Total 3rd	58%	54%	53%
4th English	75%	61%	51%
4th Spanish	52%	28%	54%
Total 4th	62%	44%	53%
5th English	71%	47%	63%
5th Spanish	53%	55%	56%
Total 5th	61%	52%	60%

Writing About Reading STAAR Data

% correct on STAAR Questions Double Coded as Comprehension Skills

Grade Level	Reading STAAR 2022	Spring 2023 Interim	Reading STAAR 2023
3rd English	Not Assessed	Not Assessed	19%
3rd Spanish	Not Assessed	Not Assessed	8%
Total 3rd	Not Assessed	Not Assessed	13%
4th English	Not Assessed	Not Assessed	29%
4th Spanish	Not Assessed	Not Assessed	19%
Total 4th	Not Assessed	Not Assessed	24%
5th English	Not Assessed	Not Assessed	49%
5th Spanish	Not Assessed	Not Assessed	25%
Total 5th	Not Assessed	Not Assessed	37%

Reading Levels

Grade Level	BOY			MOY			EOY		
	Beginning	Progressing	On-Level	Beginning	Progressing	On-Level	Beginning	Developing	On-Level
K	no standard	no standard	no standard	14%	26%	60%	11%	29%	60%
K - Spanish	no standard	no standard	no standard	21%	21%	58%	21%	21%	58%
1st	30%	32%	38%	20%	23%	57%	24%	14%	63%
1st - Spanish	65%	18%	18%	28%	22%	50%	22%	11%	67%
2nd	33%	15%	52%	30%	8%	62%	33%	11%	56%
2nd - Spanish	43%	10%	48%	40%	10%	50%	35%	25%	40%
3rd	30%	15%	55%	27%	15%	58%	26%	8%	66%
3rd - Spanish	41%	25%	35%	46%	7%	47%	44%	25%	31%
4th	28%	16%	56%	21%	22%	57%	23%	22%	54%
4th - Spanish	36%	18%	46%	34%	27%	38%	23%	42%	35%
5th	23%	23%	54%	22%	17%	61%	21%	18%	61%
5th - Spanish	33%	27%	40%	28%	38%	34%	31%	14%	55%

Literacy Assessment Data

% of students meeting standard

	Kindergarten - English		
	BOY	MOY	EOY
Letter ID	no standard	88%	94%
Letter Sounds	no standard	85%	81%
Concepts About Print	no standard	92%	94%
Phonological Awareness	no standard	45%	54%
Developmental Spelling	no standard	65%	70%
Snap Words	no standard	51%	64%

	1st Grade - English		
	BOY	MOY	EOY
Letter ID	89%	89%	95%
Letter Sounds	61%	92%	95%
Phonological Awareness	11%	32%	54%
Developmental Spelling	56%	43%	43%
Snap Words	46%	70%	73%
Phonic Blending: CVC	19%	57%	69%
Phonic Blending: Silent E	Not assessed	34%	62%
Phonic Blending: Vowel Teams	Not assessed	Not assessed	58%

	2nd Grade - English		
	BOY	MOY	EOY
Phonological Awareness	7%	51%	79%
Developmental Spelling	8%	19%	22%
Snap Words	68%	74%	78%
Phonic Blending: Silent E	26%	59%	78%
Phonic Blending: Vowel Teams	37%	57%	74%
Phonic Blending: Control It	38%	56%	80%

	Kindergarten - Spanish		
	BOY	MOY	EOY
Spanish Letter ID	no standard	58%	73%
Spanish Letter Sound Correspondence	no standard	68%	95%
Concepts about Print	no standard	84%	95%
Spanish Phonological Awareness	no standard	89%	100%
Spanish Spelling	no standard	68%	68%
Spanish High Frequency Words	no standard	37%	68%

	1st Grade - Spanish		
	BOY	MOY	EOY
Spanish Letter ID	29%	28%	61%
Spanish Letter Sound Correspondence	29%	72%	89%
Spanish Phonological Awareness	41%	56%	78%
Spanish High Frequency Words	24%	67%	83%
Spanish Spelling	29%	72%	83%

	2nd Grade - Spanish		
	BOY	MOY	EOY
Phonological Awareness - Diferenciar Sonidos Level	43%	50%	83%
Phonological Awareness - Identificar palabras Level	62%	43%	75%
Phonological Awareness - Combinar palabras Level	86%	Not assessed	Not assessed
Spanish Spelling - Diferenciar	91%	100%	Not assessed
Spanish Spelling - Identificar	86%	Not assessed	Not assessed
Spanish Spelling - Combinar	41%	33%	25%
Spanish Spelling - Diferenciar y Combinar	Not assessed	Not assessed	100%
Spanish Spelling - Identificar y Combinar	Not assessed	33%	Not assessed
Spanish Spelling - Diferenciar y Combinar	Not assessed	80%	Not assessed
Spanish Spelling - Identificar y Combinar	Not assessed	50%	Not assessed
Spanish Spelling - Diferenciar y Combinar	Not assessed	Not assessed	55%
Spanish Spelling - Identificar y Combinar	Not assessed	Not assessed	100%
Spanish Phonics - Diferenciar	86%	Not assessed	Not assessed
Spanish Phonics - Identificar	86%	Not assessed	Not assessed
Spanish Phonics - Combinar	86%	Not assessed	Not assessed

Spanish Phonics - Diferenciar	Not assessed	100%	100%
Spanish Phonics - Identificar	Not assessed	100%	0%
Spanish Phonics - Combinar	Not assessed	100%	40%
Spanish Phonics - Diferenciar y Combinar	Not assessed	Not assessed	100%
High Frequency Words	59%	95%	

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our students need a better understanding of how to write about their reading as they work on comprehension. **Root Cause:** We have not done the work to understand and learn what this looks like vertically.

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
- *Breakout sessions during faculty meetings
- *Campus focus on Math- Algebraic Reasoning - and 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 two campus instructional coaches, our district coach and our IB coordinator
- *Different training opportunities offered throughout the school year: PLC, Cadre's, teacher led staff development sessions, IB trainings
- *Teacher led staff development sessions.
- *Culture that encourages positive and constructive feedback.

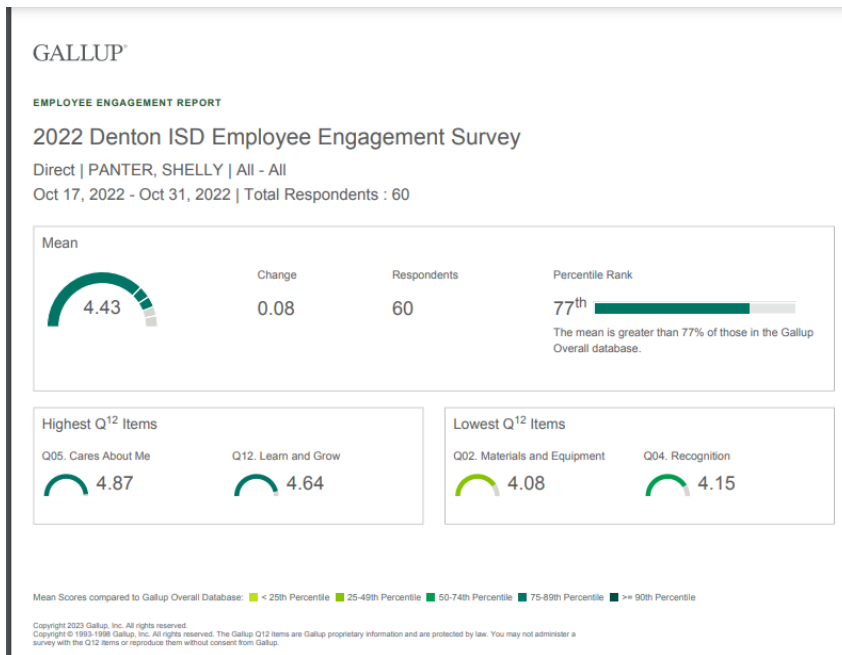
Organizational

- *Leadership opportunities with a model that allows for all team members to serve as team leader for a one 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.

Perceptions

Perceptions Summary

The 2022-2023 school year data showed that the culture and climate of the staff is strong. Teachers feel supported, valued and seen. During our IB evaluation, we had meetings with parent groups, teacher groups and student groups. Parents were able to articulate that they feel their children are seen as individuals who are getting the specific support that they need to succeed. Students articulated that they feel they have agency in the school and that they feel seen.



Engagement Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents	Engagement Index
4.43	0.08	77	60	Engaged: 77% Not Engaged: * Actively Disengaged: *

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	58	4.38	4.38	0.00	68	3.94
Q01: I know what is expected of me at work.	60	4.68	4.68	0.00	88	4.46
Q02: I have the materials and equipment I need to do my work right.	59	4.08	4.26	-0.18	41	4.09
Q03: At work, I have the opportunity to do what I do best every day.	60	4.45	4.40	0.05	69	4.18
Q04: In the last seven days, I have received recognition or praise for doing good work.	60	4.15	4.11	0.04	67	3.46
Q05: My supervisor, or someone at work, seems to care about me as a person.	60	4.87	4.69	0.18	88	4.28
Q06: There is someone at work who encourages my development.	60	4.52	4.41	0.11	78	4.09
Q07: At work, my opinions seem to count.	60	4.42	4.29	0.13	77	3.77
Q08: The mission or purpose of my organization makes me feel my job is important.	60	4.58	4.46	0.12	77	4.08
Q09: My associates or fellow employees are committed to doing quality work.	60	4.45	4.44	0.01	67	4.19
Q10: I have a best friend at work.	60	4.08	3.73	↑ +0.35	67	3.71
Q11: In the last six months, someone at work has talked to me about my progress.	58	4.26	4.17	0.09	60	3.68
Q12: This last year, I have had opportunities at work to learn and grow.	59	4.64	4.58	0.06	80	4.18

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My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
60	4.73	4.62	0.11	77	4.05

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
59	4.58	4.48	0.10	88	3.85

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
55	4.33	4.54	↓ -0.21	46	4.24

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
59	4.27	*	*	58	3.86

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
60	2.72	*	*	18	3.11

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
60	3.83	*	*	60	3.47

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
40	*	*	*

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: By May, 2024, all students will make at least one year's growth in math in the domain of algebraic thinking.

Evaluation Data Sources: IReady, District Assessments, Report Card Assessments, Common Assessments

Strategy 1 Details	Formative Reviews		
<p>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 6 days.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teams, Administration, Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Guiding Coalition will focus on formative assessments and build the foundation for the understanding of how to write, analyze and take action on common assessments. The Guiding Coalition will work to help their teams transfer new learning into their planning and practice.</p> <p>Strategy's Expected Result/Impact: Student Growth will be impacted with the intervention and re-teaching that comes from the common assessment data. Individual student growth in algebraic thinking.</p> <p>Staff Responsible for Monitoring: Guiding Coalition, Instructional Coaches, Teams, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work.</p> <p>Strategy's Expected Result/Impact: The school systematically identifies and provides appropriate learning support</p> <p>Staff Responsible for Monitoring: Guiding Coalition, Instructional Coaches, Teams, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.</p> <p>Strategy's Expected Result/Impact: The result is that no student, classroom or student group is overlooked or underserved.</p> <p>Staff Responsible for Monitoring: Coaches and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Guiding Coalition will identify areas of need in student growth on the campus. They will research and provide actionable solutions to student growth with the staff.</p> <p>Strategy's Expected Result/Impact: Growing leadership and identifying trends within the campus.</p> <p>Staff Responsible for Monitoring: Guiding Coalition and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: By May 2024, 100% of eligible HB4545 students will be served.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores by 5%.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists ESSR tutors and administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: ESSER - State Compensatory Education (SCE) - \$17,500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 2: By May 2024, all students will make at least one year's growth in Reading.

Evaluation Data Sources: IReady, District Assessments, Common Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will ensure that teachers in grades Kinder through 3rd grade have materials and training to support the instruction of phonics and phonological awareness.</p> <p>Strategy's Expected Result/Impact: Students will leave the lower grade levels with a better understanding of phonics and phonological awareness to improve their overall reading.</p> <p>Staff Responsible for Monitoring: Coaches, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After each district assessment of phonics and phonological awareness, the data will be analyzed by teams and interventionists in order to take action for specific students.</p> <p>Strategy's Expected Result/Impact: The testing information will result in specific, targeted small group instruction.</p> <p>Staff Responsible for Monitoring: Teams, interventionists, Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will ensure that teachers in grades 3 through 5 have materials and training to support the instruction of reading comprehension. The focus of this support will be PD and coaching on students writing about their reading and co-creating criteria.</p> <p>Strategy's Expected Result/Impact: Student comprehension will increase.</p> <p>Staff Responsible for Monitoring: teams, coaches, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.</p> <p>Strategy's Expected Result/Impact: The result is that no student, classroom or student group is overlooked or underserved.</p> <p>Staff Responsible for Monitoring: teams, coaches, interventionists, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: By May 2024, 100% of eligible HB4545 students will be served.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores by 5%</p> <p>Staff Responsible for Monitoring: ESSR tutors, interventionists, classroom teachers, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSER Funds - State Compensatory Education (SCE) - \$17,500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 3: 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.

Evaluation Data Sources: Reflection on planners

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Focus on collaboration of teaching and learning. This will include; common planning time once a week, additional PLC/IBC time every 6 days for 45 minutes, and providing subs for team planning days each semester.</p> <p>Strategy's Expected Result/Impact: Transdisciplinary learning, fidelity of the IB programme across the entire school</p> <p>Staff Responsible for Monitoring: IB coordinator, Admin, teams and coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- 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</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: connections to transdisciplinary learning, real world connections</p> <p>Staff Responsible for Monitoring: teams, IB coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- 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</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff commitment to understanding/implementing the IB Policies- language, assessment, inclusion, academic</p> <p>Strategy's Expected Result/Impact: deeper connection to assessment and PLC work, differentiation and inclusion</p> <p>Staff Responsible for Monitoring: IB coordinator, admin, teams</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School wide/social media sharing of the IB Alerts/Reflection every six weeks</p> <p>Strategy's Expected Result/Impact: stronger parent connection to IB</p> <p>Staff Responsible for Monitoring: Social Media Committee, IB Coordinator and teams</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Each team will take field trips connected to the IB Units of Inquiry (one each semester).</p> <p>Strategy's Expected Result/Impact: Students will be exposed to real world experiences to support instruction within the school setting.</p> <p>Staff Responsible for Monitoring: IB coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: By Fall of 2024, student, staff and community engagement will increase by 5% with the inclusion of reflection, celebrations, events and surveys.

Evaluation Data Sources: Q12 survey, student survey, community survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff members will volunteer time to attend community events such as; Market- Spring, Rotary Club and Kiwanis to share about the IB programmes at our school .</p> <p>Strategy's Expected Result/Impact: Stronger connection to the community to educate about the IB programme.</p> <p>Staff Responsible for Monitoring: IB Coordinator</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Led conferences will be held in the Spring semester where each student will share their electronic portfolio.</p> <p>Strategy's Expected Result/Impact: Stronger understanding of student learning by families.</p> <p>Staff Responsible for Monitoring: IB Coordinator</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The use of surveys will offer a chance for the staff 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</p> <p>Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Work collaboratively with Communities in Schools to support families and individual student needs. Strategy's Expected Result/Impact: Student safety, needs and learning will increase. Staff Responsible for Monitoring: CIS coordinator, counselors, nurse, IB coordinator and administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide monthly staff appreciation opportunities to maintain a strong campus culture. These will include: Sonic drinks, treat days, food trucks and shared gatherings. Strategy's Expected Result/Impact: Positive school culture and retention of strong staff. Staff Responsible for Monitoring: Administration and Kindness Committee</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue parent communication through virtual and in person conferences, weekly learning community newsletters, social media updates and positive notes home.</p> <p>Strategy's Expected Result/Impact: Increased learning community engagement and awareness</p> <p>Staff Responsible for Monitoring: teachers, administration, counselors, social media committee, IB Coordinator</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Targeted Support Strategies

Guiding Outcome	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 6 days.
1	1	2	The Guiding Coalition will focus on formative assessments and build the foundation for the understanding of how to write, analyze and take action on common assessments. The Guiding Coalition will work to help their teams transfer new learning into their planning and practice.
1	1	3	Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work.
1	1	4	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.
1	1	5	The Guiding Coalition will identify areas of need in student growth on the campus. They will research and provide actionable solutions to student growth with the staff.
1	1	6	By May 2024, 100% of eligible HB4545 students will be served.
1	2	1	We will ensure that teachers in grades Kinder through 3rd grade have materials and training to support the instruction of phonics and phonological awareness.
1	2	2	After each district assessment of phonics and phonological awareness, the data will be analyzed by teams and interventionists in order to take action for specific students.
1	2	3	We will ensure that teachers in grades 3 through 5 have materials and training to support the instruction of reading comprehension. The focus of this support will be PD and coaching on students writing about their reading and co-creating criteria.
1	2	4	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.
1	3	4	School wide/social media sharing of the IB Alerts/Reflection every six weeks
1	3	5	Each team will take field trips connected to the IB Units of Inquiry (one each semester).
2	1	1	Staff members will volunteer time to attend community events such as; Market- Spring, Rotary Club and Kiwanis to share about the IB programmes at our school .
2	1	2	Student Led conferences will be held in the Spring semester where each student will share their electronic portfolio.
2	1	3	The use of surveys will offer a chance for the staff to reflect on instruction, climate and practices.
2	1	4	Work collaboratively with Communities in Schools to support families and individual student needs.
2	1	6	Continue parent communication through virtual and in person conferences, weekly learning community newsletters, social media updates and positive notes home.

Additional Targeted Support Strategies

Guiding Outcome	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 6 days.
1	1	2	The Guiding Coalition will focus on formative assessments and build the foundation for the understanding of how to write, analyze and take action on common assessments. The Guiding Coalition will work to help their teams transfer new learning into their planning and practice.
1	1	3	Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work.
1	1	4	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.
1	1	5	The Guiding Coalition will identify areas of need in student growth on the campus. They will research and provide actionable solutions to student growth with the staff.
1	1	6	By May 2024, 100% of eligible HB4545 students will be served.
1	2	1	We will ensure that teachers in grades Kinder through 3rd grade have materials and training to support the instruction of phonics and phonological awareness.
1	2	2	After each district assessment of phonics and phonological awareness, the data will be analyzed by teams and interventionists in order to take action for specific students.
1	2	3	We will ensure that teachers in grades 3 through 5 have materials and training to support the instruction of reading comprehension. The focus of this support will be PD and coaching on students writing about their reading and co-creating criteria.
1	2	4	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.
1	3	4	School wide/social media sharing of the IB Alerts/Reflection every six weeks
1	3	5	Each team will take field trips connected to the IB Units of Inquiry (one each semester).
2	1	1	Staff members will volunteer time to attend community events such as; Market- Spring, Rotary Club and Kiwanis to share about the IB programmes at our school .
2	1	2	Student Led conferences will be held in the Spring semester where each student will share their electronic portfolio.
2	1	3	The use of surveys will offer a chance for the staff to reflect on instruction, climate and practices.
2	1	4	Work collaboratively with Communities in Schools to support families and individual student needs.

State Compensatory

Budget for Newton Rayzor

Total SCE Funds:

Total FTEs Funded by SCE: 1.3

Brief Description of SCE Services and/or Programs

--

Personnel for Newton Rayzor

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Sholin	CIS Coordinator	0.3
Rebecca Ellison	Intervention/Coach	0.5
Sarah Merriweather	Intervention/Coach	0.5

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSER		\$17,500.00
1	2	5	ESSER Funds		\$17,500.00
Sub-Total					\$35,000.00

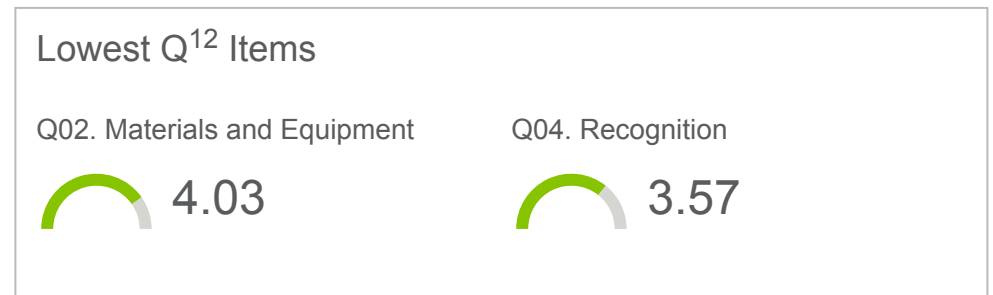
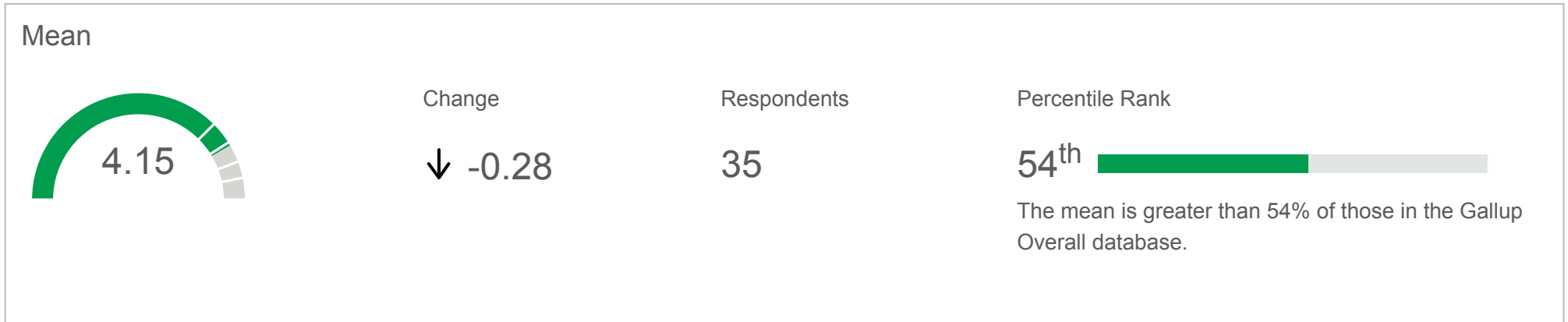
Addendums

EMPLOYEE ENGAGEMENT REPORT

2022-2023 Denton ISD End of Year Employee Engagement Survey

Direct | PANTER, SHELLY | All - All

May 15, 2023 - May 26, 2023 | Total Respondents : 35



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

Engagement Mean



Change

↓ -0.28

Mean Percentile Rank - Gallup Overall

54

Respondents

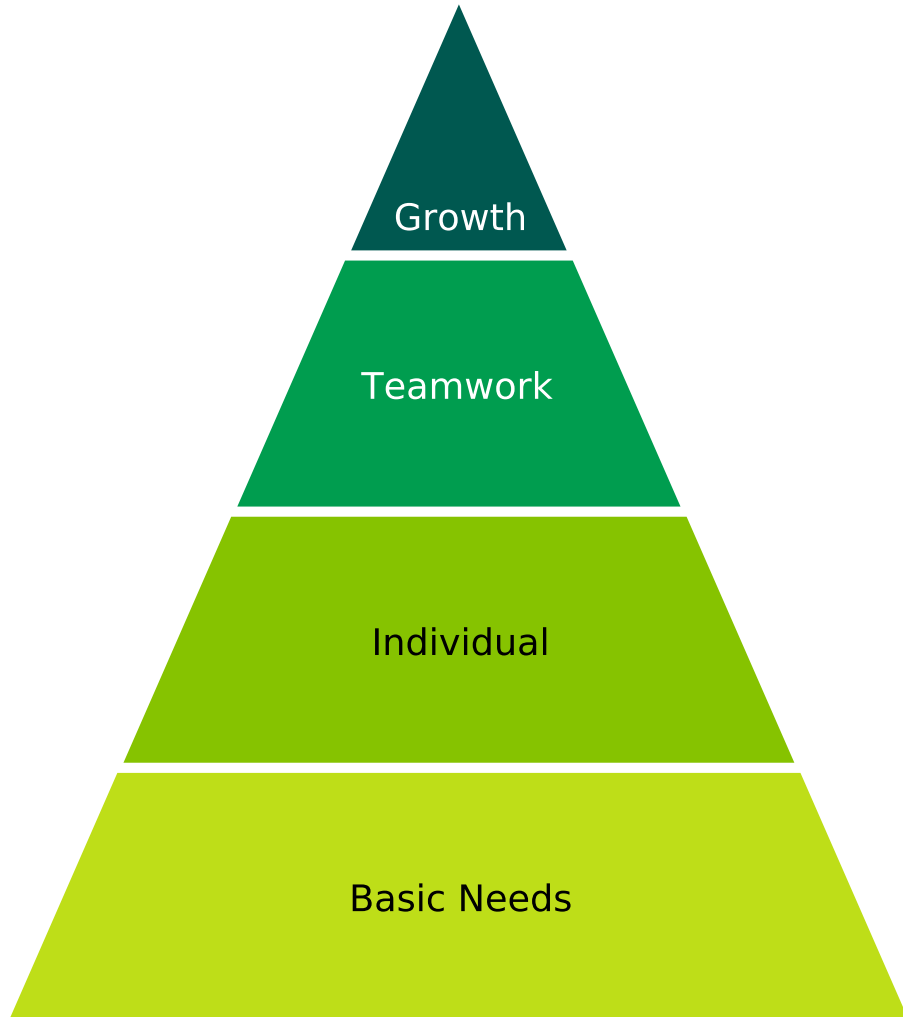
35

Engagement Index

Engaged: 54% Not Engaged: *
Actively Disengaged: *

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	35	4.14	4.38	↓ -0.24	51	3.90
Q01: I know what is expected of me at work.	35	4.51	4.68	-0.17	53	4.46
Q02: I have the materials and equipment I need to do my work right.	35	4.03	4.08	-0.05	38	4.15
Q03: At work, I have the opportunity to do what I do best every day.	35	4.26	4.45	-0.19	55	4.23
Q04: In the last seven days, I have received recognition or praise for doing good work.	35	3.57	4.15	↓ -0.58	39	3.48
Q05: My supervisor, or someone at work, seems to care about me as a person.	35	4.60	4.87	↓ -0.27	69	4.25
Q06: There is someone at work who encourages my development.	35	4.00	4.52	↓ -0.52	45	4.04
Q07: At work, my opinions seem to count.	35	4.14	4.42	↓ -0.28	59	3.69
Q08: The mission or purpose of my organization makes me feel my job is important.	35	4.37	4.58	↓ -0.21	61	4.04
Q09: My associates or fellow employees are committed to doing quality work.	35	4.37	4.45	-0.08	59	4.06
Q10: I have a best friend at work.	32	3.97	4.08	-0.11	62	3.85
Q11: In the last six months, someone at work has talked to me about my progress.	33	3.88	4.26	↓ -0.38	40	3.75
Q12: This last year, I have had opportunities at work to learn and grow.	34	4.12	4.64	↓ -0.52	45	4.06

Engagement Hierarchy



Growth - How can I grow?

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

Teamwork - Do I belong here?

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

Individual - What do I give?

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

Basic Needs - What do I get?

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

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Current Mean



Change

-0.11

Mean Percentile Rank - Gallup Overall

41

Respondents

35

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	35	4.51	4.68	-0.17	53	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	35	4.03	4.08	-0.05	38	4.15

ENGAGEMENT HIERARCHY

Individual - What do I give?

Current Mean



Change

↓ -0.39

Mean Percentile Rank - Gallup Overall

49

Respondents

35

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	35	4.26	4.45	-0.19	55	4.23
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	35	3.57	4.15	↓ -0.58	39	3.48
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	35	4.60	4.87	↓ -0.27	69	4.25
Q06: Development There is someone at work who encourages my development.	35	4.00	4.52	↓ -0.52	45	4.04

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

Current Mean



Change

-0.17

Mean Percentile Rank - Gallup Overall

60

Respondents

35

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	35	4.14	4.42	↓ -0.28	59	3.69
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	35	4.37	4.58	↓ -0.21	61	4.04
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	35	4.37	4.45	-0.08	59	4.06
Q10: Best Friend I have a best friend at work.	32	3.97	4.08	-0.11	62	3.85

ENGAGEMENT HIERARCHY

Growth - How can I grow?

Current Mean



Change

↓ -0.45

Mean Percentile Rank - Gallup Overall

43

Respondents

35

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	33	3.88	4.26	↓ -0.38	40	3.75
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	34	4.12	4.64	↓ -0.52	45	4.06

Engagement Index

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

	%		Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	54%		77%

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
35	4.46	4.73	↓ -0.27	57	3.91

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
35	4.09	4.58	↓ -0.49	59	3.72

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	4.59	4.33	↑ +0.26	61	4.35

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
35	4.23	4.27	-0.04	55	3.82

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
35	3.20	2.72	↑ +0.48	33	3.44

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	3.76	3.83	-0.07	54	3.34

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
19	*	40	*

FOOTNOTES

* - Scores are not available due to data suppression.

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

Respondents can select multiple responses for multi-select questions.

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

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

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

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

Sentiment Distribution  Positive  Negative  Neutral  Mixed

Sentiment Distribution is not available when $n < 50$

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

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

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

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

Overall Math STAAR Data

Grade Level	Math STAAR 2022				Spring 2023 Interim				Math STAAR 2023				STAAR Growth Targets 2023		
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	No Growth	1/2 Years Growth	1 Year's Growth
3rd English	45%	22%	26%	8%	54%	30%	13%	3%	38%	30%	16%	17%			
3rd Spanish	50%	38%	13%	0%	96%	3%	0%	1%	86%	14%	0%	0%			
Total 3rd	45%	23%	25%	7%	58%	27%	11%	4%	41%	28%	15%	16%			
4th English	43%	27%	17%	13%	16%	34%	25%	25%	31%	23%	26%	20%	19%	19%	62%
4th Spanish	69%	25%	6%	0%	51%	45%	3%	1%	100%	0%	0%	0%	31%	31%	38%
Total 4th	47%	27%	15%	11%	18%	36%	24%	22%	33%	22%	25%	19%	21%	21%	58%
5th English	36%	35%	17%	12%	32%	36%	22%	10%	26%	33%	31%	10%	30%	9%	61%
5th Spanish	83%	17%	0%	0%	43%	41%	13%	3%	18%	64%	9%	9%	0%	18%	82%
Total 5th	39%	34%	16%	11%	33%	37%	21%	9%	25%	37%	29%	9%	26%	10%	64%

Algebraic Reasoning STAAR Data

% correct on STAAR Questions Double Coded as Algebraic Reasoning

Grade Level	Math STAAR 2022	Spring 2023 Interim	Math STAAR 2023
3rd English	57%	56%	42%
3rd Spanish	48%	9%	26%
Total 3rd	56%	33%	34%
4th English	59%	38%	47%
4th Spanish	45%	22%	30%
Total 4th	52%	30%	41%
5th English	55%	39%	54%
5th Spanish	38%	32%	48%
Total 5th	47%	35%	51%

Primary Numeracy Data

Grade Level	BOY			MOY			EOY		
	At-Risk	Progressing	On-Level	At-Risk	Progressing	On-Level	At-Risk	Progressing	On-Level
K	0%	13%	87%	6%	20%	74%	6%	23%	71%
1st	40%	25%	35%	22%	36%	42%	25%	22%	53%
2nd	68%	21%	11%	56%	26%	18%	39%	19%	41%

Overall Reading STAAR Data

Grade Level	Reading STAAR 2022				Spring 2023 Interim				Reading STAAR 2023				STAAR Growth Targets 2023		
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	No Growth	1/2 Years Growth	1 Year's Growth
3rd English	28%	19%	16%	38%	29%	33%	19%	19%	19%	36%	25%	20%			
3rd Spanish	63%	21%	5%	11%	63%	32%	4%	1%	80%	10%	0%	10%			
Total 3rd	34%	19%	14%	33%	33%	32%	18%	17%	26%	33%	22%	19%			
4th English	20%	33%	18%	29%	22%	26%	20%	32%	19%	32%	23%	26%	51%	8%	61%
4th Spanish	63%	25%	0%	13%	32%	54%	13%	1%	63%	25%	13%	0%	38%	8%	54%
Total 4th	27%	30%	15%	26%	24%	27%	20%	29%	25%	31%	20%	24%	31%	8%	61%
5th English	26%	24%	18%	32%	29%	24%	18%	29%	22%	19%	23%	35%	33%	8%	59%
5th Spanish	75%	13%	0%	13%	34%	28%	23%	15%	40%	33%	20%	7%	33%	20%	47%
Total 5th	27%	21%	15%	28%	30%	25%	19%	26%	26%	21%	24%	29%	33%	10%	57%

Comprehension Skills STAAR Data

% correct on STAAR Questions Double Coded as Comprehension Skills

Grade Level	Reading STAAR 2022	Spring 2023 Interim	Reading STAAR 2023
3rd English	68%	60%	58%
3rd Spanish	48%	48%	48%
Total 3rd	58%	54%	53%
4th English	75%	61%	51%
4th Spanish	52%	28%	54%
Total 4th	62%	44%	53%
5th English	71%	47%	63%
5th Spanish	53%	55%	56%
Total 5th	61%	52%	60%

Writing About Reading STAAR Data

% correct on STAAR Questions Double Coded as Comprehension Skills

Grade Level	Reading STAAR 2022	Spring 2023 Interim	Reading STAAR 2023
3rd English	Not Assessed	Not Assessed	19%
3rd Spanish	Not Assessed	Not Assessed	8%
Total 3rd	Not Assessed	Not Assessed	13%
4th English	Not Assessed	Not Assessed	29%
4th Spanish	Not Assessed	Not Assessed	19%
Total 4th	Not Assessed	Not Assessed	24%
5th English	Not Assessed	Not Assessed	49%
5th Spanish	Not Assessed	Not Assessed	25%
Total 5th	Not Assessed	Not Assessed	37%

Reading Levels

Grade Level	BOY			MOY			EOY		
	Beginning	Progressing	On-Level	Beginning	Progressing	On-Level	Beginning	Developing	On-Level
K	no standard	no standard	no standard	14%	26%	60%	11%	29%	60%
K - spanish	no standard	no standard	no standard	21%	21%	58%	21%	21%	58%
1st	30%	32%	38%	20%	23%	57%	24%	14%	63%
1st - spanish	65%	18%	18%	28%	22%	50%	22%	11%	67%
2nd	33%	15%	52%	30%	8%	62%	33%	11%	56%
2nd - spanish	43%	10%	48%	40%	10%	50%	35%	25%	40%
3rd	30%	15%	55%	27%	15%	58%	26%	8%	66%
3rd - spanish	41%	25%	35%	46%	7%	47%	44%	25%	31%
4th	28%	16%	56%	21%	22%	57%	23%	22%	54%
4th - spanish	36%	18%	46%	34%	27%	38%	23%	42%	35%
5th	23%	23%	54%	22%	17%	61%	21%	18%	61%
5th - spanish	33%	27%	40%	28%	38%	34%	31%	14%	55%

Literacy Assessment Data

% of students meeting standard

	Kindergarten - English		
	BOY	MOY	EOY
Letter ID	no standard	86%	94%
Letter Sounds	no standard	85%	81%
Concepts About Print	no standard	92%	94%
Phonological Awareness	no standard	45%	54%
Developmental Spelling	no standard	65%	70%
Snap Words	no standard	51%	64%

	1st Grade - English		
	BOY	MOY	EOY
Letter ID	89%	89%	95%
Letter Sounds	61%	92%	95%
Phonological Awareness	11%	32%	54%
Developmental Spelling	56%	43%	43%
Snap Words	46%	70%	73%
Phonic Blending: CCVC	19%	57%	69%
Phonic Blending: Silent E	Not assessed	34%	62%
Phonic Blending: Vowel Teams	Not assessed	Not assessed	58%

	2nd Grade - English		
	BOY	MOY	EOY
Phonological Awareness	7%	51%	79%
Developmental Spelling	8%	19%	22%
Snap Words	68%	74%	78%
Phonic Blending: Silent E	26%	59%	78%
Phonic Blending: Vowel Teams	37%	57%	74%
Phonic Blending: Control R	38%	56%	80%

	Kindergarten - Spanish		
	BOY	MOY	EOY
Spanish Letter ID	no standard	58%	73%
Spanish Letter Sound Correspondence	no standard	68%	95%
Concepts about Print	no standard	84%	95%
Spanish Phonological Awareness	no standard	89%	100%
Spanish Spelling	no standard	68%	68%
Spanish High Frequency Words	no standard	37%	68%

	1st Grade - Spanish		
	BOY	MOY	EOY
Spanish Letter ID	29%	28%	61%
Spanish Letter Sound Correspondence	29%	72%	89%
Spanish Phonological Awareness	41%	56%	78%
Spanish High Frequency Words	24%	67%	83%
Spanish Spelling	29%	72%	83%

	2nd Grade - Spanish		
	BOY	MOY	EOY
Phonological Awareness - Diferenciar Sonidos Level	43%	50%	83%
Phonological Awareness - Sustituir sonidos Level	62%	43%	75%
Phonological Awareness - Conciencia fonológica Level	86%	Not assessed	Not assessed
Spanish Spelling - Silabas abiertas	91%	100%	Not assessed
Spanish Spelling - Silabas cerradas Level	86%	Not assessed	Not assessed
Spanish Spelling - Palabras con dígrafos (ch/l/n)	41%	33%	25%
Spanish Spelling - palabras con diptongos e hiatus Level	Not assessed	Not assessed	100%
Spanish Spelling - palabras con combinaciones consonánticas con l y ll Level	Not assessed	33%	Not assessed
Spanish Spelling - palabras con c fuerte y suave, qu/gu, gu/e, g/e Level	Not assessed	80%	Not assessed
Spanish Spelling - palabras con g fuerte y suave, qu/gu, gu/e, g/e Level	Not assessed	50%	Not assessed
Spanish Spelling - homófonas y homógrafas; palabras con la h muda Level	Not assessed	Not assessed	55%
Spanish Spelling - palabras con diptongos e hiatus Level	Not assessed	Not assessed	100%
Spanish Phonics - silabas abiertas Level	86%	Not assessed	Not assessed
Spanish Phonics - silabas cerradas Level	86%	Not assessed	Not assessed
Spanish Phonics - palabras con dígrafos (ch/l/n) Level	86%	Not assessed	Not assessed

Denton Independent School District

Houston Elementary

2023-2024 Improvement Plan



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 enagaging, postive learning environment.**
- **Encourages respectful and purposeful relationships between all members of our school community.**

Motto

"Every Student Matters,
Every Moment Counts!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Houston Elementary proudly opened our doors to our community in 1982. Sam Houston has been serving our students, families and community for 41 years. As a campus, we strive to achieve academic excellence for all students by ensuring that teachers are equipped with the tools necessary to lead out strong instructional practices in their classrooms. During the 2022-2023 school year, we were rated a letter grade of "A" and awarded 5 distinctions.

Sam Houston Overview and Demographics

- Total Number of Students: 521
- ADA Percent: 96.81%
- Percentage of Active Students & SPED Classification: 17.7%
- Percentage of Active Students & EB Classification: 54 students
- Percentage of Asian Students: 0.3%
- Percentage of Black or AA Students: 21.2%
- Percentage of Hispanic or Latino: 34.9%
- Percentage of Two or More Races: 0.2%
- Percentage of White: 33.9%

Percent of Active Students by Meal Status

- Free: 42.85%
- Not Eco Dis: 48.89%
- Reduced: 8.23%

Demographics Strengths

Mrs. Fraser, School Counselor: Social Emotional Learning Expert on campus, group counseling, individual counseling, Coffee with the Counselor, community circles, treatment agreements, Student Leadership Team

Megan Ewing, Reading Interventionist: We are excited as we have a full time reading interventionist this school year who works with our students who are below grade level in reading and our HB 4545 students. Mrs. Ewing also pushes into classrooms to support teachers and model lessons for them. Mrs. Ewing 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. Mrs. Ewing is also on our Guiding Coalition team and has helped the lead our campus toward meeting our goals. Mrs. Ewing embraced the work of leading our campus through our MVV work.

Susan Patrick, 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. Mrs. Patrick also pushes into classrooms to support teachers and model lessons for them. Mrs. Patrick 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. Mrs. Patrick 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. Mrs. Patrick is also on our Guiding Coalition team and has helped the lead our campus toward meeting our goals.

Brenda Hill, Reading/Math Coach: Sam Houston is grateful to have Mrs. Hill supporting our campus this school year. Mrs. Hill is an asset for our teachers as she models lessons, provides feedback, engages in coaching cycles with our teachers, she is an intergral member of our leadership team as we strive to move our campus forward in our PLC work and Design in 5 work. Mrs. Hill advocates for our teachers and helps to ensure they are equipped with the resources needed to be successful in the classroom. During our 2022-2023 school year, she developed and organized our \$30,000 purchase of UOS shelves for every classroom at Sam Houston. Ms. Forno and Mrs. Hill, worked diligently to get these books in the classroom this year to create robust classroom libraries for our students.

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, Boosterthon Fun Run, 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 March 2024. 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 student population students both academically and socially/emotionally. (AA population) **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

Kindergarten			
Subject	2020-2021	2021-2022	2022-2023
Reading	48%	56%	60%
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%
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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

Based on data, Sam Houston has strengths in the areas of Math, ELAR, and Science. As a campus, we improved significantly in 3rd-5th grades based on STAAR results. One of our goals was to ensure that every child made progress this school year in which we met that goal by receiving a designated distinction in the areas of academic growth and closing the gaps.

Based on data, over half of our students were reading on grade level at the end of the 2021-2022 school year. Our campus and DHS Zone goal is to increase in reading and math by 5% in 2022-2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on data from 22-23, 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 professional development Tier 1 instruction-workshop model

Problem Statement 2: There is a need for STEMSCOPES professional development on k-1. **Root Cause:** Per classroom teachers, lack of training on how to best implement the curriculum.

Problem Statement 3: Based on data from 22-23, our focus will be on math in 3rd-5th through intervention, HB 4545, and Tier 1 instruction. **Root Cause:** gaps in learning Transient students lack of resources professional development

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
- Workshop Reboot 2022-2023
- Vertical and T-TESS Collaboration groups for teacher support and professional learning
- Professional Learning Communities
- Social Emotional Learning, Essential 8
- Assessment for Learning (AFL)
- Professional Learning Communities (PLC)
- Design in 5
- Teachers Tool Time
- New Teacher Mentors
- Community Circles & Treatment Agreements

School Processes & Programs Strengths

- Full time math interventionist to provide student interventions and supports staff
- Full time Reading interventionist to provide student interventions and supports staff
- Units of Study and workshop
- 1 DMTSS meeting per month
- 3 PLC's per month: grade level collaborations
- Social Emotional Learning
- Rhithm
- Implementation of Assessment for Learning: Learning Strategy 1 & Learning Strategy 2
- A Team Tutors to support HB 4545
- Progress Monitoring tool established k-5
- Design in 5 Guiding Coalition
- Campus Behavior Team
- Social Emotional Learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the needs of our campus, our teachers are lacking appropriate professional development in order to be equipped to support students during Tier 1 instruction and intervention. **Root Cause:** Teachers are lacking the professional development needed to support students in the areas of intervention and tier 1 instruction.

Perceptions

Perceptions Summary

- Highly involved and valued PTA
- Variety of student clubs to choose from: Chess Club, Drama Club (year 2), Cooking Club (year 1)
- Student Leadership team (year 2)
- Social Emotional learning (year 2)
- 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

- Parent/teacher interaction and support
- Parent Teacher Association
- Student leadership team. Drama Kids, Chess Club
- Social Emotional learning
- Collaborative relationships on campus
- Positive Parent support
- Professional Learning Communities/Design in 5/Assessment for Learning

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only PTA members can be volunteers as Sam Houston. **Root Cause:** Perceptions based on outside conversations within our community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- 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
- 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
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:

- * developing and maintaining a culture where learning remains our first priority
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- * cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * cultivating a network of professional learning communities addressing the educational needs of every child in our district
- * the incorporation of best practices into teaching, learning, technology and leadership
- * fostering and supporting an advanced digital learning environment
- * establishing goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 1: 100% of eligible HB 4545 students will be served by May 2024.

HB3 Guiding Outcome

Evaluation Data Sources: Formative/Summative Assessments

Formal/Informal Observations

STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of eligible HB 4545 students will be served by May 2024.</p> <p>Strategy's Expected Result/Impact: Increased student performance in the areas of ELAR and math.</p> <p>BOY, MOY, EOY assessments Progress monitoring Common assessments Formative/Summative Assessments Report Card Assessments STAAR Interims STAAR</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Teachers, Interventionist, C&I, A Team tutors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: A-Team Tutors - Title I, Part A</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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



Performance Objective 2: All students in grades K - 5 will make one years academic growth in math from August 2023 to May 2024.

HB3 Guiding Outcome

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	Formative Reviews		
<p>Strategy 1: Based on data, our math interventionist will work with students who are below grade level in small groups to support their academic learning needs.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth on their specific math learning needs.</p> <p>Staff Responsible for Monitoring: Math Interventionist Teacher Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Math Interventionist will co-teach and plan with K - 5 teachers to strengthen K-5 math instruction and learning.</p> <p>Strategy's Expected Result/Impact: Students will show growth on their specific math learning needs.</p> <p>Staff Responsible for Monitoring: Math Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district coach will collaborate with teachers to help implement STEMScopes, plan intentional math lessons and support the implementation of best practices in order to enhance instruction, increase rigor, and provide learning opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Classroom teacher instructional practices will strengthen as a result of modeling and collaborative learning.</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Sam Houston will have a 5% increase math in all grade levels.</p> <p>Strategy's Expected Result/Impact: improved math scores across the campus</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:

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- * cultivating a network of professional learning communities addressing the educational needs of every child in our district
- * the incorporation of best practices into teaching, learning, technology and leadership
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- * establishing goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: All students in grades K - 5 will make one years academic growth in reading from August 2023 to May 2024.





HB3 Guiding Outcome

Evaluation Data Sources: TX-Kea

- TPRI
- iReady
- DRA
- LLI Kit
- District Assessments
- Common Assessments
- Formative/Summative Assessments
- STAAR
- STAAR Interims

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Based on data, our reading interventionist, will work with our 3rd- 5th grade students in small groups to ensure academic growth and close gaps.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth on their specific reading learning needs.</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Administration, Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - At-Risk (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mrs. Hill, our district coach, will collaborate with teachers to help implement Units of Study, plan intentional ELAR lessons and support the implementation of best practices in order to enhance instruction, increase rigor, and provide learning opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Students will show growth academically and in their confidence.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All teachers will attend ELAR professional development opportunities to ensure instructional practices are aligned to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: each student will make progress towards their reading goal.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Sam Houston will have a 5% increase reading in all grade levels.</p> <p>Strategy's Expected Result/Impact: improvement in reading scores across the campus</p> <p>Staff Responsible for Monitoring: Administration Grade Levels Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Classroom teachers will be trained and equipped with the resources needs to impact academic growth in all students.</p> <p>Strategy's Expected Result/Impact: student progress</p> <p>Staff Responsible for Monitoring: Administration Grade level teacher Reading Interventionist Math Interventionist Campus Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- 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</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 4: Students served through special education will demonstrate 10% gain in students achieving mastery and/or showing growth as evidenced by STAAR.

High Priority

Evaluation Data Sources: IEP's

- Dyslexia
- ESL
- District Assessments
- Campus Assessments
- STAAR
- Formal/Informal Observation
- Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that special education teachers attend professional development opportunities provided by the campus and district.	Formative		
Strategy's Expected Result/Impact: Students who are served through special education will achieve academic growth and close the gaps.	Dec	Mar	May

Staff Responsible for Monitoring: Administration

Special Education Teachers

Grade level teachers

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


Build a foundation of reading and math

- ESF Levers:

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:

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- * cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * cultivating a network of professional learning communities addressing the educational needs of every child in our district
- * the incorporation of best practices into teaching, learning, technology and leadership
- * fostering and supporting an advanced digital learning environment
- * establishing goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 5: Our underachieving students will have a gain of 10% in students achieving mastery and/or showing growth as evidence by STAAR.

High Priority

Evaluation Data Sources: IEP's, 504's

Discipline

District Assessments

Campus Assessments





STAAR

Formal/Informal Observation

Interim Assessments

Dyslexia

ESL





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Interventionists and teachers will identify specific students and meet with all stakeholders involved in students learning and create a educational road map for success.</p> <p>Strategy's Expected Result/Impact: academic growth closing the gaps</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Grade level teachers All Stakeholders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 6: Teachers will participate in PLC's throughout the school year while embedding Design in 5 and AFL practices into their instruction as evidenced by PLC agendas and lesson plans.

Evaluation Data Sources: Leadership Team
Design in 5 Guiding Coalition
Administration

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Design in 5 guiding coalition will participate in our DHS Zone professional development and campus professional development to learn strategies to support their team and our campus.</p> <p>Strategy's Expected Result/Impact: Ability clearly identify essential standards, progress monitor the essentials standards, intervene when students do not learn them</p> <p>Staff Responsible for Monitoring: Design in 5 guiding coalition Leadership team Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Guiding Outcome 2: Culture & Climate...In pursuit of excellence, we value:

- * honoring the dedication and professionalism of all staff
- * celebrating, respecting, and promoting the diversity within our Denton ISD Community
- * supporting a working environment ensuring open and transparent communication
- * establishing high expectations for success
- * instilling in students a love of lifelong learning
- * fostering a positive, welcoming environment encouraging parent and community partnerships
- * promoting health, wellness and emotional well-being
- * effectively communicating achievements and recognitions to the Denton ISD community

Performance Objective 1: All teachers will implement community circles & treatment agreements in the classroom.

HB3 Guiding Outcome

Evaluation Data Sources: Observation
Counselor
Administration

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide social/emotional training for all teachers from the district and on campus.</p> <p>Strategy's Expected Result/Impact: students will be equipped with tools to support overall social/emotional learning.</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 2: Culture & Climate...In pursuit of excellence, we value:

- * honoring the dedication and professionalism of all staff
- * celebrating, respecting, and promoting the diversity within our Denton ISD Community
- * supporting a working environment ensuring open and transparent communication
- * establishing high expectations for success
- * instilling in students a love of lifelong learning
- * fostering a positive, welcoming environment encouraging parent and community partnerships
- * promoting health, wellness and emotional well-being
- * effectively communicating achievements and recognitions to the Denton ISD community





Performance Objective 2: Provide SEL professional development opportunities for all teachers on campus and from our counseling department.

HB3 Guiding Outcome

Evaluation Data Sources: Administration

Counselor

District Counseling Resources

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure teachers are equipped with the tools necessary to move forward with supporting our students, families, and community.</p> <p>Strategy's Expected Result/Impact: positive relationships increase in emotionally stable children and adults</p> <p>Staff Responsible for Monitoring: Administration Counselor District Counseling Resources</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	100% of eligible HB 4545 students will be served by May 2024.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	100% of eligible HB 4545 students will be served by May 2024.

State Compensatory

Budget for Houston Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

--

Personnel for Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist	0.5
Brittany Forno	Reading Interventionist	0.5
Susan Patrick	Math Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist		.5
Megan Ewing	Reading Interventionist		.5
Susan Patrick	Math Interventionist		.5

Plan Notes

CLT Meeting

9-14-21

- 2020-2021 Goal: Academic Goal: Instruction and Data will be kept for 2021-2022.
- Adding, HB4545 Goal
- Adding SEL Goal
 - Classroom Circles
 - Some are using the Rhithm App... The app is on our SSO.
- CIP, Campus Improvement Plan will be posted on our website.
- Domains-2 questions under each domain.
 - Demographics
 - Student Learning
 - Perceptions
 - Processes and Programs
- Tiffany went over data from 2020-2021 data including ELI, PNA, and STAAR.
- Our overall data is going to guide our instructions and our CPI goal.

CLT Meeting 9/19/22

CLT

9.19.22

Campus Improvement Plan

HB4545

- A Team Tutors
- Houston hired two tutors to intervene with our students for 20 hours each week.
- We spent \$34,830 out of the ESSER funds for our tutors.
- Our data is proof that the A Team Tutors are essential for student success.
- We will have these same tutors this school year.

End of Year Reading and Math Data

- Our DHS Zone Goal is to increase Reading and Math in all grades by 5% and 5th grade Science.
- STAAR Results:
 - A Team Tutors
 - Putting more instructional time back in our master schedule
 - Success time changes for our students to have intervention instead of being pulled for programs, such as Dyslexia and ESL
 - School Report Card: A
 - 5 Distinction Designation: ELAR, Science, Academic Growth, Closing the Gaps, and Postsecondary Readiness
 - CIP: Closing the Gaps

CIP

- Early intervention in Math to fill in the gaps.
- Intentional TIER 1 Instruction
- Meeting with Brenda Hill and Susan Patrick to plan for intervention

Celebrations from 2021-2022

- More time for instructional schedule
- 30,000 on Units of Study
- Increased student learning
- SEL practices through Classroom Circles

- Increased attendance
- Student Leadership Team

Next Steps

- Additional Parent & Community Involvement
- Coffee with the Counselor
- Pastries with the Principals
- Raptor Security System
- Professional Development for Teachers
- Instructional Materials for Teachers
- Workshop Reboot
- Design in 5 Coalition

Ways to Get Involved at Sam Houston

- PTA
- Fall Carnival
- Volunteer
- Chaperone Field Trips
- Spring Book Fair
- Teacher Appreciation Week
- STEM Night
- Outdoor Garden
- Arrival & Dismissal
- Field Day

- Career Week
- 5th Grade Science Trip
- All volunteers need to have their Denton ISD background check completed

Stay Connected

- SMORE Newsletter
- Sam Houston Facebook Page
- PTA Facebook Page
- Teacher Newsletters
- Class Dojo
- Denton ISD Website
- Spirit Days on Fridays

CIP Goals were discussed

Campus Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Lacy Fraser	Counselor
Parent	Rachel Withers	Community member
Administrator	Tiffany Gonzalez	Principal
District-level Professional	Michelle Brown	District Level Professional
Classroom Teacher	Megan Ewing	Kindergarten Teacher
Classroom Teacher	Paige Donahoo	1st Grade Teacher
Classroom Teacher	Brandy Kildal	2nd Grade Teacher
Classroom Teacher	Ally Tinch	PE Teacher
Classroom Teacher	Susan Patrick	Math Interventionist
District-level Professional	Brenda Hill	District Coach
Classroom Teacher	Johna Gregg	SPED
Classroom Teacher	Angie Pippin	Reading Recovery
Classroom Teacher	Dawn Ide	ESL
Classroom Teacher	Courtney Evans	ECSE Teacher
Classroom Teacher	Trisha Boosa	1st grade teacher
Classroom Teacher	Erin Peterson	5th grade teacher
Classroom Teacher	Amy Wiltgen	4th grade teacher
Classroom Teacher	Carrie Layton	3rd grade teacher
Classroom Teacher	Mariah Spray	Teacher
Paraprofessional	Tiffany Cobb	Para
Administrator	Desiree McCauley	AP

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$30,000.00
Sub-Total					\$30,000.00
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$60,000.00
1	2	2			\$60,000.00
Sub-Total					\$120,000.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	A-Team Tutors		\$0.00
1	2	1			\$37,057.00
1	2	2			\$37,057.00
Sub-Total					\$74,114.00

Denton Independent School District

W.S. Ryan Elementary

2023-2024 Improvement Plan



W.S. RYAN
Elementary

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.

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

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

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- Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of 20 diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community
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Comprehensive Needs Assessment

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45% of our students are economically disadvantaged. Our campus has a One-Way Spanish Dual Language program PK-5th grade, as well as two self-contained Special Education Classes - the Academic & Functional Skills classroom serving grades 3-5, and the Functional Life Skills classroom serving grades K-5. We offer EXPO, our Gifted/Talented program, for grades K-5. We have two PreK classes - monolingual and bilingual (Spanish Dual Language)

Our enrollment is approximately 670 students, and has grown steadily over the past 7 years. We have seen a drastic increase of more than 50 students this year due to continued housing construction in our zone/surrounding neighborhoods, as well as an increase in our Dual Language enrollment. W.S. Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate.

The percentage of students participating in specialized programs on our campus is currently as follows:

- EXPO - 10%
- Special Education - 18%
- Dual Language (Bilingual) - 23%

Classroom sizes vary, and are anywhere from 16 to 26 students. We are currently over the state limit in our 1st grade bilingual class with 26 students. We added a Kinder bilingual section due to class sizes.

Demographics Strengths

We have had a steady increase in the number of parents, grandparents, and community members who have signed up to volunteer on campus. Since the COVID shutdown, we have seen a gradual increase in family participation in engagement events.

WSR is a diverse campus. Our students speak at least 24 languages and are from 5 continents, and celebrate more than 29 holidays. There are at least 5 different religions represented, celebrating several holidays specific to their faith. Our staff values this diversity, and takes the initiative to learn about our families' cultures and traditions so we can honor and acknowledge the holidays and traditions they celebrate.

Student Learning

Student Learning Summary

We have continued to see an increase in the number of students in grades PK-5th grade making at least one year's growth.

The interruptions in learning that our students have experienced due a lack of engagement from the Spring 2020 closure and Connected Learning in 20-21 continue to show learning gaps, although they are steadily showing improvement over the past 2 years.

Beginning of the year common assessment data for this school year shows a specific continued need for growth in number sense in Math for grades K-2, Reading and Writing in grades 1-5, and English proficiency for our Emergent Bilingual students. We will provide continual support of ELL strategies to help our Emergent Bilingual students increase their English proficiency, while supporting the goal of being bilingual and bi-literate through the one-way Dual Language Program.

2023 STAAR data compared with the 2022 STAAR data shows a 3pt growth in the overall passing rate for the Language Arts STAAR in grades 3-5; a 10 pt growth in the overall passing rate for Math; and a 13 pt growth in the passing rate for Science.

We have been using the Units of Study ELA curriculum in Reading, Writing, and Phonics for several years. Utilizing workshop model has allowed our teachers to maximize instructional time to provide critical tier 1 & 2 classroom intervention. Eighteen staff members have attended the Reading, Writing, Leadership, and Phonics Institutes at the Teachers' College Reading and Writing Project at Columbia University and the TCRWP Homegrown Program at Denton ISD, bringing back critical pd information to align with our literacy instruction.

As a Title 1 campus, a full time Math interventionist and Coach would be helpful to provide needed support to teachers and students. They are still currently part-time, shared with other campuses. This is an intensive program, and having full-time coaches would provide needed support for the classroom teachers attending the academy. The biggest barrier teachers currently face is time; specifically, implementing the intensive requirements from HB 1416 during the regular school day in addition to providing the recommended amount of time for core content areas.. Being able to use Title 1 funds for Educational Leave for teachers is very helpful to give them the extra time they need to collaboratively plan through the PLC process.

Learning Walk observations show consistent implementation of workshop model. Our workshop pd focus this year will be Language Arts for newer teachers; we will also provide ongoing support and guidance in Science instruction during plc's. While our Science STAAR scores showed growth (from 63% passing to 76% passing, exceeding our 22-23 CIP goal of 10 pt growth in passing scores), we believe additional plc work and aligned instructional practices in PK - 5th grades will show even higher levels of learning in our End of Year assessments and Science STAAR.

We will continue the Assessment for Learning work, and will move forward with effective feedback strategies this year. Our newer teachers are provided additional support through our district's Beginning Teacher Academies, held throughout the year to provide ongoing pd and guidance.

Performance Distribution, By Program: RYAN EL, 2022-2023

Filtered By: Test Administrations: All Test Administrations | Reporting Time Period: 05/24/2023 | Sorted By: Date Last Taken



Student Learning Strengths

- Our students showed a 13 pt growth in the percentage of those passing the Science STAAR.
- Our students showed a 10 pt growth in the overall passing percentage of 3rd - 5th grade Math STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 80% of K-2 students were on level on their EOY Primary Numeracy Assessment. **Root Cause:** Teachers need to vertically align numeracy instructional practices PK - 2.

Problem Statement 2 (Prioritized): Less than 50% of our Emergent Bilingual students made one year's growth in their overall composite TELPAS rating. **Root Cause:** Students and parents may not be aware of the TELPAS goal and ELPS are not emphasized in their learning targets.

Problem Statement 3 (Prioritized): Less than 80% of 5th graders reached the Approaches, Meets, or Masters level of the Science STAAR. **Root Cause:** Science needs a dedicated time in each grade level's daily master schedule, as well as regular common formative assessments to progress monitor in each grade level.

School Processes & Programs

School Processes & Programs Summary

We are a PLC-driven campus; Common assessments are TEKS-based and used to drive instruction. We have been utilizing the Units of Study Reading and Writing Units for 7 years, and the Phonics units for 4 years. Pacing guides are planned out based on scope and sequence provided by the district, and the Units of Study are aligned with the TEKS. Title funds have been utilized to purchase supplementary materials, including classroom libraries for all grade levels, that align with the Units of Study. We utilize workshop model for our core content areas, especially in Language Arts and Math. Teachers receive ongoing pd for workshop model components, focusing on individual conferring and small groups.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model, as well as meet the HB 4545/ HB1416 intervention requirements.

We have a comprehensive DMTSS process that is data-driven. Teachers and specialists meet regularly to review student progress and make a plan for interventions.

Our Guiding Coalition consists of campus administrators, specialists, and teachers; the purpose of the Guiding Coalition team is to pursue advanced pd in curricular topics and present those to staff and provide ongoing instructional support to teachers. Our goal is to provide continued PD opportunities, focused on strengthening our PLC culture, to develop and maintain our high-quality staff.

Our BERT (Building Emergency Response Team) meets and runs safety drills regularly, and all staff are trained on our Building Emergency Operations Plan. We are also seeing an improvement in the number of filled absences on campus by substitutes.

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers. Our campus will continue to partner with local universities to provide mentors for their student-teaching interns, and has begun hosting UNT's residency program this year with resident (intern) teachers who will be with us from the first day of school till the last day of school. Our newer teachers will participate in the district's Beginning Teacher Academy and Texas' required Reading Academy.

Title funds are being utilized to provide a General Ed Paraprofessional (Instructional Aide) position to provide additional interventions to students. ESSER funds are being used to bring a tutor in to help meet the needs of HB1416.

We will continue to adjust our master schedule to meet student needs, meet the intensive requirements of HB 1416 and provide the time and support teachers need for effective collaborative planning.

Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, Yearbook, Green Team, Running Club, STEM Club, and ASL (sign language) club. Students in grades 3-5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests.

School Processes & Programs Strengths

- Our Guiding Coalition, Grade level Team Leaders, BERT, and Campus Leadership Team provides much support and guidance for teachers to implement best practices and follow appropriate health and safety protocols.
- Our Master Schedule is designed to allow teachers to maximize instructional time and provide effective tier 1, 2, and 3 interventions.
- All students have 1:1 chromebook devices. Student classroom engagement is increased with the use of this technology.
- Our partnership with local universities has provided us with high-quality interns, some of whom have been hired onto our faculty and have shown success in the classroom. We have hired alternative certification candidates who have shown clear success in the classroom as well. We have continued to mentor interns this school year through the UNT Resident Teacher program.

- Walk-throughs and T-Tess appraisals show clear evidence of teachers implementing best practices and utilizing effective assessment for learning strategies.
- Our Guiding Coalition of teacher leaders is committed to providing a supportive and positive environment to staff to ensure high levels of learning for all students.
- We continue to have a high enrollment of students in our EXPO (gifted/talented) program through enhanced PD for teachers regarding identification of possible gifted/talented students and the referral process.
- Title 1 funds are used to provide educational leave in order to allow teachers the time they need to collaborate, plan, and analyze data, and attend relevant instructional pd.
- Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, STEM Club, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 3-5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations, and welcome our parents to join us in many of these celebrations.

New teachers are provided a copy of the book "The Energy Bus" to further support our focus on a positive campus climate and culture.

It is important to acknowledge and address the emotional needs of teachers and staff as they work through today's challenges in education. Our staff continues to work hard to develop strong working relationships with our parents, and are carrying the burden of current political and safety opinions and challenges on their shoulders. Providing support to our staff and maintaining a positive culture and climate is critical to staff recruitment and retention.

Several community members, organizations, and businesses have partnered with our campus this year to provide support such as meals for staff, clearing teacher wish lists, mentoring students, and providing snacks and supplies for students. We are proud to have such strong support from our PTA, and are so grateful for the assistance and family engagement they encourage at W.S. Ryan!

Perceptions Strengths

Parent/Community Engagement surveys and direct feedback have indicated the following strengths for our campus:

- STEM and Literacy Nights are valued, and have a high attendance rate, as do the two biggest PTA events - the Fall Festival and Spring Glow Dance.
- WSR has a welcoming environment.
- Our staff encourages student development and provides positive feedback to families.
- There is a high level of teacher/parent collaboration.
- WSR Leadership treats families with respect.
- WSR Leadership environment is trusting and open.
- We have a high rate of volunteers - parents, grandparents, and community members.
- WSR has several community partners who provide services and supplies throughout the year, such as PTA, The Parish church, and several local businesses.
- Staff feedback indicates they know what is expected of them, they feel they have the opportunity to do their best everyday, and they feel they are given opportunities to learn and grow.

Priority Problem Statements

Problem Statement 1: Less than 80% of K-2 students were on level on their EOY Primary Numeracy Assessment.

Root Cause 1: Teachers need to vertically align numeracy instructional practices PK - 2.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than 50% of our Emergent Bilingual students made one year's growth in their overall composite TELPAS rating.

Root Cause 2: Students and parents may not be aware of the TELPAS goal and ELPS are not emphasized in their learning targets.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 80% of 5th graders reached the Approaches, Meets, or Masters level of the Science STAAR.

Root Cause 3: Science needs a dedicated time in each grade level's daily master schedule, as well as regular common formative assessments to progress monitor in each grade level.

Problem Statement 3 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)
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- Action research results
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, students will show growth in all end of year assessments as evidenced by a 5 - 10 pt increase in Approaches, Meets, and Masters in 3rd - 5th Grade STAAR, and a 5-10 pt increase in the on-level ELA & Math EOY assessments for PK-2.





High Priority

Evaluation Data Sources: STAAR, BOY/MOY/EOY assessments, DRA/IRI, TX Kea, Benchmark, iReady, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each grade level will participate in collaborative at least weekly and extended PLC's at least monthly to progress monitor and plan interventions. Each grade level will have a common progress monitoring form to document all assessment data throughout the year to use during PLC discussions.</p> <p>Strategy's Expected Result/Impact: Collaborative planning and progress monitoring will allow teachers to provide timely interventions and effective instruction to help all students learn at high levels and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Ed leave for additional plc days - Title I, Part A - \$5,000, Instructional Materials for Assessment and Intervention - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of students who qualify for HB4545/1416 will receive the required interventions by May 2024 through the use of Tier Time (intervention time) and ESSER funds, including tutoring and supplemental learning materials.</p> <p>Strategy's Expected Result/Impact: Students will close achievement gaps on STAAR and EOY assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Tutoring (ESSER funds) - State Compensatory Education (SCE) - \$5,000, Instructional Materials - Title I, Part A - \$3,213.95</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will implement at least one learning lab in workshop model for phonics to support teachers new to the curriculum and workshop structure. Learning labs in core content areas will be implemented as needed for teachers new to the content.</p> <p>Strategy's Expected Result/Impact: Teachers will receive the learning and support they need to successfully implement workshop model and the required curriculum.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Staff Development learning supplies - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Educational leave funds will be utilized through Title 1 to provide professional development opportunities for teachers, as well as tutorials such as before/after school and/or Saturday School, aligned with our instructional and student growth goals.</p> <p>Strategy's Expected Result/Impact: Teachers will receive the support, resources, and guidance they need to ensure high levels of learning for all students.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Ed leave and tutorial funds - Title I, Part A - \$13,618</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Vertical PLC teaming will be utilized at least once per semester to allow grade levels to align their practices in all content areas. Common vocabulary and language, aligned teks, resources needed, common assessment data, and pacing guides will be the focus of the vertical plc's.</p> <p>Strategy's Expected Result/Impact: The vertical collaboration will enable teachers to align their instruction to ensure high levels of learning for all students across grade levels.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Admin, Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- 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</p> <p>Funding Sources: ed leave funds for plc - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The master schedule will provide sufficient time for each grade level to effectively teach the Science essential standards, along with ongoing opportunities to integrate Science into ELA throughout the year. Each grade level will spend time discussing progress in Science instruction during collaborative planning throughout the year, as evidenced by instructional plans and plc agenda minutes.</p> <p>Strategy's Expected Result/Impact: We will see an increase in 5th grade Science STAAR, and all grade levels' Science Common Assessment results by May 2024.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Science instructional materials - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Specialists, Instructional Paraprofessionals, and Instructional Coaches will be utilized to provide instructional guidance to teachers, and interventions for students.</p> <p>Strategy's Expected Result/Impact: Students will receive the differentiated support and interventions they need to achieve high levels of learning and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: General Instructional Aide position(s) - Title I, Part A - \$50,000</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Less than 80% of K-2 students were on level on their EOY Primary Numeracy Assessment. Root Cause: Teachers need to vertically align numeracy instructional practices PK - 2.</p> <p>Problem Statement 2: Less than 50% of our Emergent Bilingual students made one year's growth in their overall composite TELPAS rating. Root Cause: Students and parents may not be aware of the TELPAS goal and ELPS are not emphasized in their learning targets.</p> <p>Problem Statement 3: Less than 80% of 5th graders reached the Approaches, Meets, or Masters level of the Science STAAR. Root Cause: Science needs a dedicated time in each grade level's daily master schedule, as well as regular common formative assessments to progress monitor in each grade level.</p>

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:





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

Performance Objective 2: By May 2024, Emergent Bilingual students will show growth in their Biliteracy as evidenced by a 5 pt. increase in the percentage of students who showed one year's growth in their overall Spanish Reading levels (for Dual Language students) and a 5 pt. increase in the percentage of students who grew one level on their TELPAS Composite Score (for all Emergent Bilingual students).

High Priority

Evaluation Data Sources: TELPAS, DRA/IRI, iReady

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dual Language Teachers will have at least one Vertical PLC per semester to align biliteracy practices. Strategy's Expected Result/Impact: Dual Language teachers will align practices PK - 5 to ensure consistency in instructional best practices, and collaborate on strategies to increase students' biliteracy. Staff Responsible for Monitoring: Admin, Bilingual Support Specialist, Dual Language Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC agendas will include time for all teachers to discuss progress on English proficiency on all Emergent Bilingual students at least twice per year, utilizing data from ELPS and PLD's.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English proficiency throughout the year, as shown by TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional materials - Title I, Part A - \$4,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will include information about students' English proficiency progress during parent discussions, and will discuss with parents their children's goals in the 4 domains of listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Parents will be kept informed of their students' progress and ways they can help them improve their English proficiency at home.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Guiding Coalition, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- 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</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional materials students and parents can use at home. - Title I, Part A - \$200</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Less than 50% of our Emergent Bilingual students made one year's growth in their overall composite TELPAS rating. **Root Cause:** Students and parents may not be aware of the TELPAS goal and ELPS are not emphasized in their learning targets.

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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

Performance Objective 1: WSR will continue to improve campus culture and climate by focusing on our Social Emotional Learning practices, staff retention, and communication to families, designed to increase student engagement and achievement, by May 2024.





High Priority

Evaluation Data Sources: 22-23 Family/Community Engagement Surveys and Feedback, Staff Engagement Surveys and Feedback, Campus Discipline Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers, counselor, and administrators will use a restorative approach to discipline. Teachers will receive PD throughout the year regarding restorative practices.</p> <p>Strategy's Expected Result/Impact: Students will learn from their actions, take responsibility, show an increase in appropriate behaviors, and be a positive part of their classroom culture and climate. Students will learn to effectively problem solve regarding personal behaviors and social situation</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselor, Guiding Coalition, Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Restorative classroom materials, materials for the counselor - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All parents will be invited to a parent-teacher conference during the Fall semester to review their children's progress and learning goals.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Admin, Guiding Coalition, Counselor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Parent learning materials to use at home - Title I, Part A - \$693.13</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will continue to offer opportunities for parents to attend family engagement events and classroom/school celebrations, such as PTA's Fall Festival, School Curriculum Nights, Rockin' Wrangler Celebrations, Classroom celebrations, and Family STEM Night/Literacy Night/Fine Arts Nights. We will communicate these events in a timely manner to families using a variety of methods, such as email blasts, call-outs, Facebook, School Webpage & calendar, Campus marquis board, Teacher communications, monthly campus newsletters.</p> <p>Strategy's Expected Result/Impact: Students, families, and teachers will be able to celebrate successes together, and families will increase their engagement level in their children's learning.</p> <p>Staff Responsible for Monitoring: All staff, Guiding Coalition, Campus Admin</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Involvement Snacks for family engagement events - Title I, Part A - \$384.91</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers will participate in a book study of "The Energy Bus" by May 2024.</p> <p>Strategy's Expected Result/Impact: All staff will feel supported by each other, and we will continue to build upon our positive campus culture and climate.</p> <p>Staff Responsible for Monitoring: All staff, Guiding Coalition, Campus Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Book "The Energy Bus" - Title I, Part A - \$1,500</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Campus Principal and Assistant Principal will meet individually with each staff member for a check-in during the Fall semester, to listen to their needs and provide support.</p> <p>Strategy's Expected Result/Impact: Staff members will feel supported, will be engaged, and this will ultimately allow them to do their very best for students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Guiding Coalition</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All classroom teachers will stand at their doors to greet students as they arrive, and will begin their day with morning class meetings to include all students. All non-homeroom teachers/staff will be assigned morning arrival duty so that all students will have the chance to be greeted by multiple staff members before they enter their classroom.</p> <p>Strategy's Expected Result/Impact: Students will feel welcomed and safe in class, and will increase their engagement and achievement.</p> <p>Staff Responsible for Monitoring: All staff, Guiding Coalition, Campus Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ann Winkle	Reading Interventionist	0.5
Ann Winkle	Math Interventionist	0.5
Sulema Flores	DLL	0.5
Terisa Tenbrook	Reading Recovery	1

Title I

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan, once approved by the Board of Trustees, is posted on our campus webpage in pdf format to allow parents and community to review our goals and needs. We also review this at each Campus Leadership Team and Guiding Coalition meeting. This is also reviewed at the campus annual Title 1 meeting.

3.1: Annually evaluate the schoolwide plan

The CIP is reviewed at every Campus Leadership Team and Guiding Coalition meeting throughout the year, and reviewed at the annual Title 1 campus meeting.

4.1: Develop and distribute Parent and Family Engagement Policy

The policy is posted on the campus webpage, available for parents and community members to review.

4.2: Offer flexible number of parent involvement meetings

We hold an annual Title 1 meeting for parents and the community, as well as at least one parent-teacher conference for each student.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring (ESSER funds)		\$5,000.00
Sub-Total					\$5,000.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials for Assessment and Intervention		\$5,000.00
1	1	1	Ed leave for additional plc days		\$5,000.00
1	1	2	Instructional Materials		\$3,213.95
1	1	3	Staff Development learning supplies		\$1,000.00
1	1	4	Ed leave and tutorial funds		\$13,618.00
1	1	5	ed leave funds for plc		\$1,000.00
1	1	6	Science instructional materials		\$5,000.00
1	1	7	General Instructional Aide position(s)		\$50,000.00
1	2	2	Instructional materials		\$4,000.00
1	2	3	Instructional materials students and parents can use at home.		\$200.00
2	1	1	Restorative classroom materials, materials for the counselor		\$1,000.00
2	1	2	Parent learning materials to use at home		\$693.13
2	1	3	Parent Involvement Snacks for family engagement events		\$384.91
2	1	4	Book "The Energy Bus"		\$1,500.00
Sub-Total					\$91,609.99

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
 Campus: 113 RYAN EL

Grade 3 Reading Language Arts

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#		%		#		%		#		%				
					26		26		26		26		26		26				
					Points Possible		Points Possible		Points Possible		Points Possible		Points Possible		Points Possible				
					Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved				
Legend			--- = No Data Reported For Fewer Than Five Students																
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

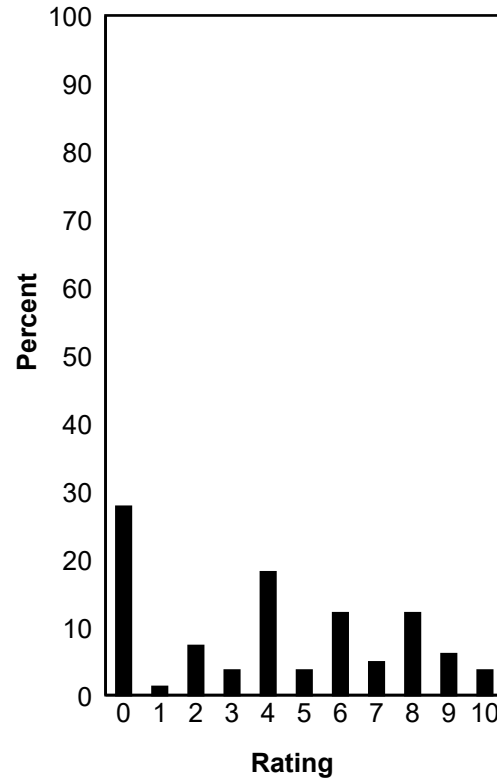
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

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 of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number Percent		1		2		3		4		10		15		7		5
			#	%	Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Students Tested			90	100	10	11	80	89	61	68	32	36	6.7	67	9.2	61	4.3	61	3.7	75	
Students Not Tested																					
Absent			0	0																	
Other			0	0																	
Total Documents Submitted			90	100																	
Legend			--- = No Data Reported For Fewer Than Five Students																		
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

Extended Constructed Responses Summary Report

Grade 3 Reading Language Arts

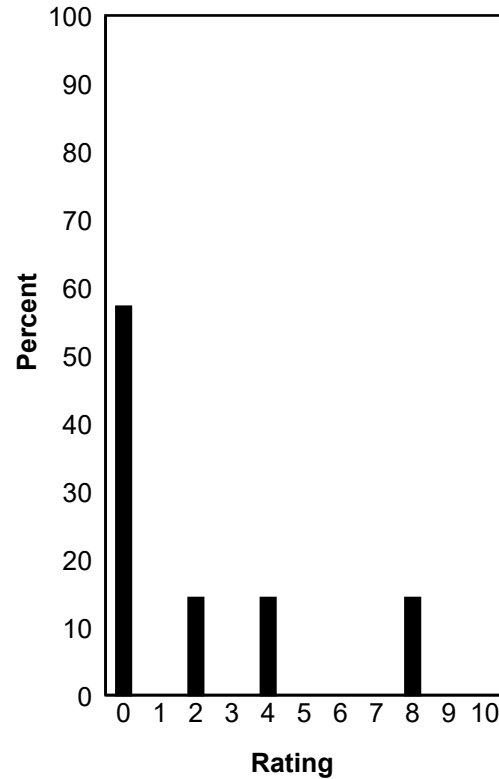
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

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

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Grade 4 Reading Language Arts

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent										1		2						
											Reading		Writing						
											Points Possible								
											26		26						
											Avg. # of Points / % Achieved								
Legend			#	%	#	%	#	%	#	%	#	%	#	%					
--- = No Data Reported For Fewer Than Five Students																			
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

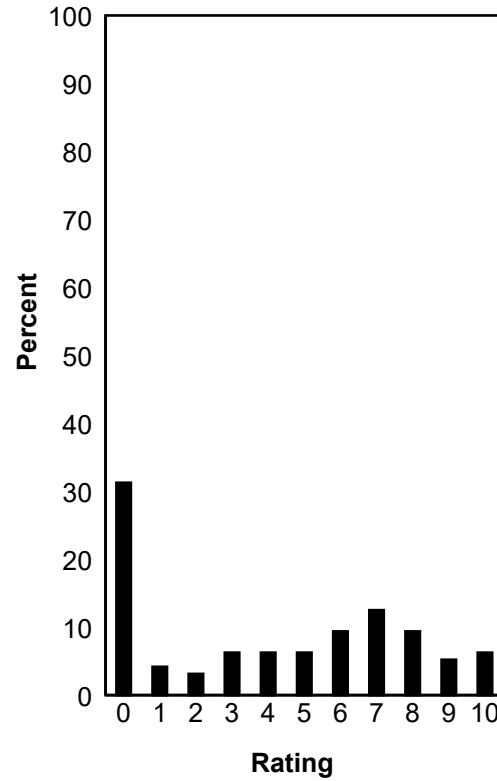
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

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 of Students Tested	Average Scale Score	Results for Each Reporting Category															
					Number Percent		Did Not Meet		Approaches		Meets		Masters		1		2		3	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
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																				
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	Monitored 1st Year, reclassified from EB/EL	22	1621	3	14	19	86	15	68	7	32	8.3	69	8.2	63	6.0	55	3.0	75	
	Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	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

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Grade 4 Reading Language Arts

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#		%		#		%		#		%				
					1		2		Reading		Writing		Points Possible						
					26		26		Avg. # of Points / % Achieved										
Legend			--- = No Data Reported For Fewer Than Five Students																
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

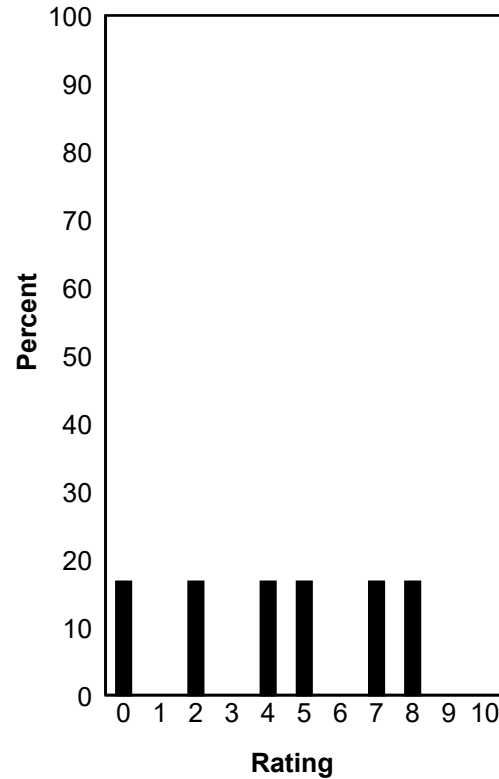
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

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 of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number Percent		1		2		3		4		1		2		3		4
Students Tested	6	100			Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Total Documents Submitted			6 100			Points Possible															
Legend			--- = No Data Reported For Fewer Than Five Students			Avg. # of Points / % Achieved															
						12		13		11		4									
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	Monitored 1st Year, reclassified from EB/EL	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75		
	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 of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#	%	#	%	#	%	#	%	#	%	Points Possible		Avg. # of Points / % Achieved		
					26		26		26		26		26		#	%	#	%	
															#	%	#	%	
Students Tested	81	100			8	10	73	90	58	72	30	37	18.5	71	15.2	59			
Students Not Tested																			
Absent	0	0																	
Other	0	0																	
Total Documents Submitted	81	100																	
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
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

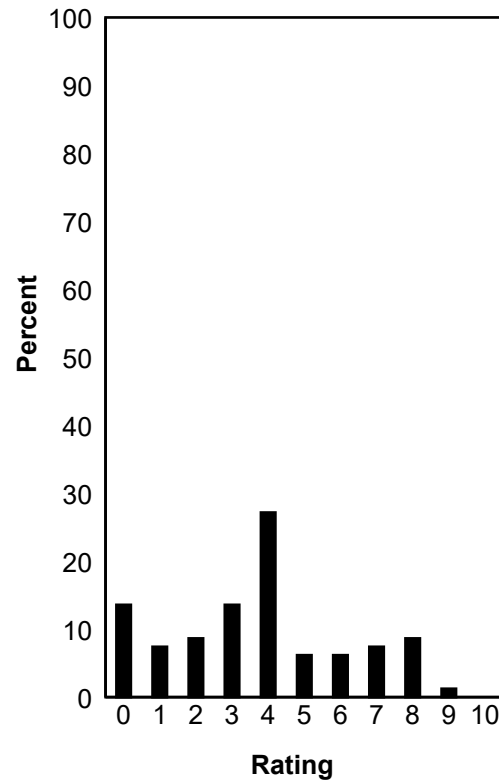
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

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 of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number	Percent	1		2		3		4									
Students Tested	85	100			Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Legend					Points Possible																	
--- = No Data Reported For Fewer Than Five Students					Avg. # of Points / % Achieved																	
					9		20		9		4											
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 of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number Percent		1		2		3		4		6		9		11		13	
					Did Not Meet		Approaches		Meets		Masters		Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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																						
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

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Grade 5 Reading Language Arts

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent	Number of Students Tested	Average Scale Score	Results for Each Reporting Category																			
					Did Not Meet					Approaches					Meets					Masters				
					1		2			Reading		Writing			26		26							
					Points Possible										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			6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36								
<i>Yes</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A			6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36								
<i>Participants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>Nonparticipants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant			5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40								
<i>Yes</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No</i>			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
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			5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40								
<i>Participants</i>			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>Nonparticipants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
ESL			6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36								
<i>Participants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>Nonparticipants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Special Education			5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40								
<i>Yes</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No</i>			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Section 504			5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40								
<i>Yes</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No</i>			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
Gifted/Talented			5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40								
<i>Participants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>Nonparticipants</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
At-Risk			5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40								
<i>Yes</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No</i>			1	---	---	---	---	---	---	---	---	---	---	---	---	---								
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---								



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 5 Reading Language Arts

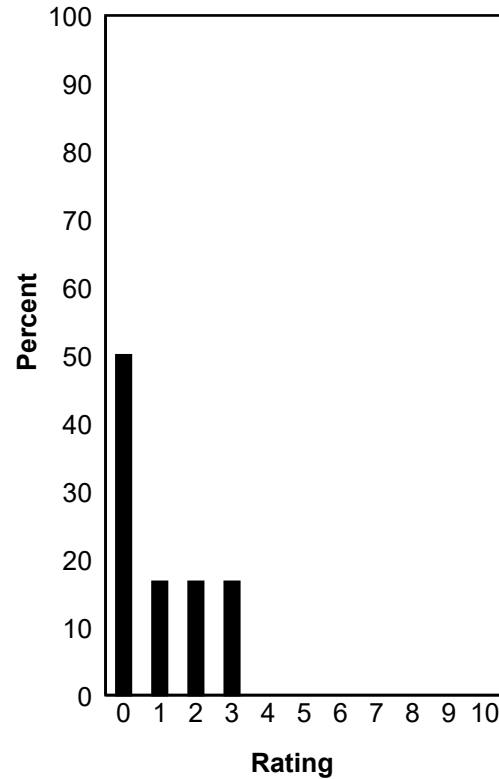
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

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	Number of Students Tested	Average Scale Score	Results for Each Reporting Category																						
					Did Not Meet	Approaches		Meets		Masters		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	Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1	2	3	4		
					#	%	#	%	#	%	#	%	Matter and Energy	Force, Motion, and Energy	Earth and Space	Organisms and Environments		
					Points Possible													
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																	
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		Number of Students Tested	Approaches		Number of Students Tested	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		Number of Students Tested	Approaches		Number of Students Tested	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		Number of Students Tested	Approaches		Number of Students Tested	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		Number of Students Tested	Approaches		Number of Students Tested	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		Number of Students Tested	Approaches		Number of Students Tested	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		Number of Students Tested	Approaches		Number of Students Tested	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		Number of Students Tested	Approaches		Number of Students Tested	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	---	---